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ABSTRACT

This teacher's guide utilizes the subject matter in the 1998-99 Texas Almanac in a variety of interdisciplinary student activities for grades 3-8. The guide includes a grade-by-grade curriculum chart detailing which lessons correspond to specific Texas Assessment of Academic Skills (TAAS) objectives and Essential Element requirements. The 45 lessons explore the rich heritage and lore of Texas on themes such as: wildlife, history, holidays, weather, counties, towns, The Constitution of Texas, elections, culture, science, religion, education, media, economy, oil, insurance, transportation, crime, and agriculture. The appendix includes maps of Texas geology, counties, and rivers. The guide concludes with an answer sheet for the lessons. (EH)

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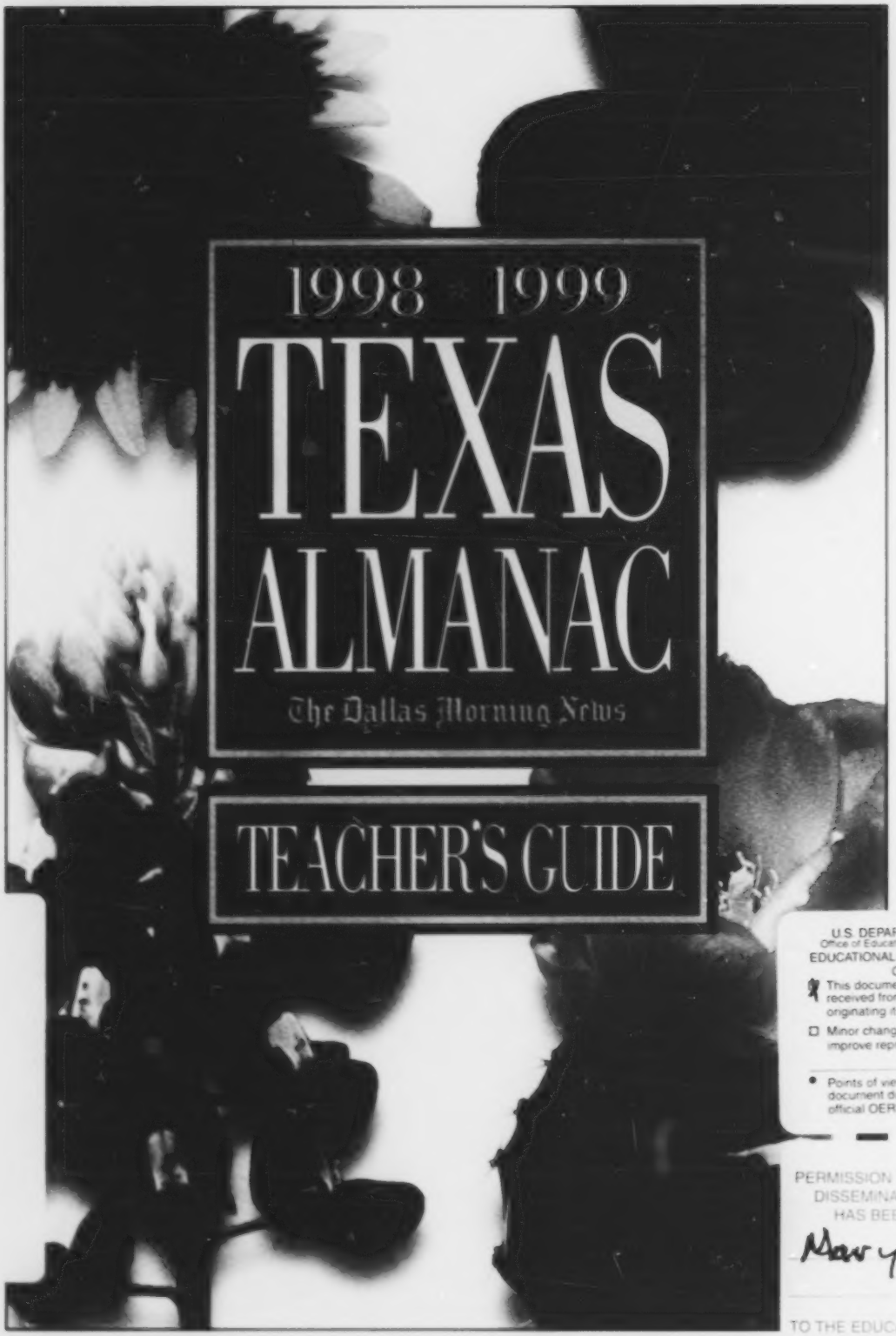

1998 1999 TEXAS ALMANAC

The Dallas Morning News

TEACHER'S GUIDE

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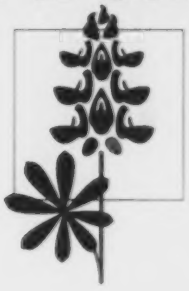

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Texas Almanac Correlation Chart

Many of the lessons in the Texas Almanac Teacher's Guide enhance English/Language Arts, Mathematics, and Science skills. Teachers of these disciplines will find these lessons beneficial in fulfilling the Essential Elements (EEs), the Texas Essential Knowledge and Skills (TEKS)*, and the Texas Assessment of Academic Skills (TAAS) Objectives. Interdisciplinary teams will find that during their team planning, many of the activities in the Texas Almanac Teacher's Guide will provide opportunities for teaching across the curriculum. * TEKS are from draft proposal as of July 2, 1997.

GRADE	EEs	TEKS	TAAS
1. Texas the Lone Star State			
3	1, 2, 6, 7	2, 4, 8, 11, 16, 17, 18	
4	1, 2, 5, 7	5, 8, 13, 18, 22, 23, 24	1, 4, 7, 8, 9, 10
5	1, 2, 5, 7	8, 12, 14, 19, 25, 26, 27	
7	5, 6, 9	8, 9, 16, 21, 22, 23	
8	2, 6, 7, 9	10, 22, 30, 31, 32	1, 4, 7, 8, 9, 10
2. Symbols of Texas			
3	1	18	
4	3	17, 24	1, 10
5	1	27	
6	7	23	
7		16, 23	
8	7	30	1, 10
3. Texas in Bloom			
3	5	4, 17	
4	5	7, 23	4
7	9	9, 22	
4. National Wildlife Research Center			
3	5	17	
4	5	23	4
5	5	7, 26	
7	9	9, 22	
5. La Belle and Fort St. Louis			
3	3	3, 16, 17, 18	
4	3	2, 22, 23, 24	5, 7, 9, 10
5	3	1, 25, 26, 27	
7	1	2, 22, 23	
8	1	2, 30, 31, 32	5, 7, 9, 10
6. After the Great Storm			
3	2, 3	1, 2, 3, 4, 9, 11, 16, 17, 18	
4	5	4, 9, 21, 22, 23, 24	4, 7, 9, 10
7	5	6, 9, 10, 21, 22, 23	
7. Texas' All-Woman Supreme Court			
3	4	16, 17	
4	1	19, 22, 23, 24	1, 3
7	7	17, 21, 22, 23	
8. National Historic Civil Engineering			
3	3	15, 16, 17, 18	
4	3	21, 22, 23, 24	10
8	2	11, 30, 31, 32	10

GRADE	EEs	TEKS	TAAS
9. A Brief Sketch of Texas History			
3	7	3, 16	
4	7	2, 3, 4, 5, 22	7
7	9	1, 2, 3, 4, 5, 6, 7, 21	
8	9	1, 6, 7, 8, 9, 30	7
10. Texas: Prehistory to Annexation			
3	3	1, 3, 16, 17, 18	
4	5	2, 3, 22, 23, 24	7, 8, 9, 10
6	3	21, 22, 23	
7	1, 9	1, 2, 3, 4, 21, 22, 23	
8	1, 9	2, 6, 24, 30, 31, 32	7, 8, 9, 10
11. Texas: Annexation to 1920			
4	3	3, 4, 5, 22, 23, 24	10
5	3	4, 5, 25, 26, 27	
7	2, 3, 4, 9	4, 5, 6, 7, 8, 9, 12, 21, 22, 23	
8	1, 8, 9	6, 7, 10, 13, 29, 30, 31, 32	10
12. Environment of Texas			
3	2, 5, 7	4, 16, 17, 18	
4	2, 5, 7	6, 7, 9, 22, 23, 24	4, 7, 9
5	2, 5	6, 7, 25, 26, 27	
6	5	5, 21, 22, 23	
7	5, 8, 9	8, 9, 10, 21, 22, 23	
8	8, 9	10, 12, 30, 31, 32	4, 7, 9
13. Wildlife in Texas			
3	1, 3, 4	9, 11, 16, 17, 18	
4	4, 7	9, 18, 22, 23, 24	1, 7, 10
5	1	25, 26, 27	
6	1	14, 21, 22, 23	
7	5, 6, 7, 9	8, 21, 22, 23	
8	6, 7, 8, 9	10, 18, 30, 31, 32	1, 7, 10
14. Holidays in Texas			
3	1, 3, 6, 7	12, 16, 17,18	
4	1, 3, 6, 7,	20, 22, 23, 24	1, 2, 5, 6, 7, 10
5	1, 3, 6, 7	23, 25, 26, 27	
6	1, 3, 6, 7	15, 16, 21, 22, 23	
7	2, 4, 6, 7, 9	19, 21, 22, 23	
8	4, 6, 7, 9	24, 30, 31, 32	1, 2, 5, 6, 7, 10

GRADE	EEs	TEKS	TAAS
15. Calendars in Texas			
3	3, 7	3, 16, 18	
4	3, 7	4, 5, 22, 24	5, 7, 10
5	3, 7	4, 5, 25, 27	
6	3	21, 23	
7	4, 9	6, 7, 21, 23	
8	9	30, 32	5, 7, 10
16. Weather in Texas			
3	1, 7	4, 16, 17, 18	
4	5, 7	9, 22, 23,24	7, 8, 9, 10
5	5, 7	9, 25, 26, 27	
6	5, 7	6, 21, 22,23	
7	5, 9	9, 21, 22, 23	
8	5, 9	10, 30, 31, 32	7, 8, 9, 10
17. Recreation and Sports in Texas			
3	2, 5, 7	6, 12, 16, 17, 18	
4	2, 7	13, 22, 23, 24	6, 10
5	5, 7	14, 23, 25, 26, 27	
6	7	16, 21, 22, 23	
7	5, 7, 9	9, 21, 22, 23	
8	9	30, 31, 32	6, 10
18. Counties of Texas			
3	2, 3, 5	4, 16, 17, 18	
4	2, 5, 7	6, 7, 8, 22, 23, 24	4, 5, 7, 8, 9, 10
5	2, 5	6, 8, 25, 26, 27	
6	5	3, 21, 22, 23	
7	5, 9	8, 9, 21, 22, 23	
8	9	10, 11, 30, 31, 32	4, 5, 7, 8, 9, 10
19. Towns and Cities in Texas			
3	3, 6, 7	16, 17, 18	
4	1, 6, 7,	20, 22, 23, 24	5, 6, 7, 9
5	6	6, 8, 23, 25, 26, 27	
6	6, 7	3, 21, 22, 23	
7	1, 2, 9	8, 9, 19, 21, 22, 23	
8	9	10, 11, 30, 31, 32	5, 6, 7, 9
20. The Constitution of Texas			
3	1, 4, 7	10, 16, 17, 18	
4	1, 4, 7	16, 18, 19, 22, 23, 24	3, 7, 8
5	1, 4, 7	19, 20, 25, 26, 27	
6	1, 6, 7	11, 12, 13, 21, 22, 23	
7	3, 4, 6, 7, 8, 9	14, 15, 17, 18, 21, 22, 23	
8	6, 7, 8, 9	18, 20, 21, 22, 23, 30, 31, 32	3, 7, 8
21. Texas Declaration of Independence			
3	1, 7	10, 16, 17, 18	
4	4, 7	16, 22, 23, 24	3, 7, 8,
5	4, 7	16, 21, 25, 26, 27	
6	4, 7	11, 14, 21, 22, 23	
7	7, 9	14, 16, 21, 22, 23	
8	5, 9	16, 20, 30, 31, 32	3, 7, 8

GRADE	EEs	TEKS	TAAS
22. Elections in Texas			
3	4, 7	11, 16	
4	4, 7	18, 19, 20, 23	3, 7
5	4, 7	19, 20, 25, 26	
6	4, 7	14, 21, 22	
7	3, 4, 7, 9	18, 21, 22	
8	5, 9	23, 30, 31	3, 7
23. State Government			
3	4, 7	11, 16, 17, 18	
4	4, 7	18, 22, 23, 24	3, 7
5	4, 7	19, 25, 26, 27	
6	4, 7	14, 21, 22, 23	
7	3, 4, 7, 9	7, 15, 16, 21, 22, 23	
8	5, 9	18, 20, 22, 30, 31, 32	3, 7
24. Local Government			
3	5	9, 16, 17, 18	
4	4	19, 22, 23, 24	3, 7
5	4, 7	20, 25, 26, 27	
6	4	14, 21, 22, 23	
7	7, 9	15, 21, 22, 23	
8	7, 9	23, 30, 31, 32	3, 7
25. Federal Government			
3	4	11, 16, 17, 18	
4	4	19, 22, 23, 24	3, 7, 10
5	4	20, 25, 26, 27	
6	4	14, 21, 22, 23	
7	7, 9	18, 21, 22, 23	
8	7, 9	18, 30, 31, 32	3, 7, 10
26. Culture and the Arts in Texas			
3	1, 3, 6, 7	12, 13, 14, 22, 23, 24	
4	1, 3, 6, 7	20, 22, 23, 24	1, 6, 7
5	1, 6, 7	22, 23, 25, 26, 27	
6	5, 7	15, 16, 18, 19, 21, 22, 23	
7	4, 6, 9	19, 21, 22, 23	
8	4, 6, 9	27, 30, 31, 32	1, 6, 7
27. Religion in Texas			
3	1, 6, 7	12, 16, 17, 18	
4	1, 6, 7	20, 22, 23, 24	1, 6, 7, 8
5	1, 6, 7	23, 25, 26, 27	
6	1, 6, 7	16, 21, 22, 23	
7	4, 6, 9	19, 21, 22, 23	
8	4, 6, 9	26, 30, 31, 32	1, 6, 7, 8
28. Science and Health in Texas			
3	6, 7	11, 15, 16, 17, 18	
4	6, 7	5, 21, 22, 23, 24	6, 7
5	6, 7	24, 25, 26, 27	
6	6, 7	20, 21, 22, 23	
7	4, 9	20, 21, 22, 23	
8	4, 9	29, 30, 31, 32	6, 7
29. Education in Texas			
3	3, 4, 6, 7	2, 3, 16, 17, 18	
4	3, 4, 7	22, 23, 24	6, 7, 8, 9, 10
5	1, 4, 7	25, 26, 27	
6	6, 7	21, 22, 23	
7	4, 6, 7, 9	21, 22, 23	
8	6, 7, 9	30, 31, 32	6, 7, 8, 9, 10

GRADE	EEs	TEKS	TAAS
30. The Dallas Morning News			
3	3, 6, 7	1, 3, 16, 17, 18	
4	3, 7	4, 5, 22, 23, 24	5, 7
5	7	5, 25, 26, 27	
6	3, 7	18, 21, 22, 23	
7	3, 4, 7, 9	7, 21, 22, 23	
8	6, 7, 9	30, 31, 32	5, 7
31. Media in Texas			
3	6, 7	16, 17, 18	
4	6, 7	22, 23, 24	7, 10
5	6, 7	25, 26, 27	
6	6, 7	21, 22, 23	
7	4, 9	19, 21, 22, 23	
8	4, 9	30, 31, 32	7, 10
32. Economy of Texas			
3	1, 2, 5, 6, 7	4, 7, 8, 16, 17, 18	
4	1, 2, 5, 6, 7	7, 8, 9, 12, 13, 14, 22, 23, 24	2, 4, 8, 9, 10
5	2, 5, 7	7, 8, 9, 12, 13, 14, 25, 26, 27	
6	2, 5, 6, 7	5, 6, 7, 8, 9, 10, 21, 22, 23	
7	4, 5, 8, 9	9, 10, 11, 12, 13, 21, 22, 23	
8	3, 8, 9	11, 13, 15, 30, 31, 32	2, 4, 8, 9, 10
33. Oil in Texas			
3	2, 3, 5	4, 8, 16, 17, 18	
4	2, 3, 5, 7	6, 12, 13, 14, 22, 23, 24	2, 7
5	2, 3, 5	6, 12, 13, 25, 26, 27	
6	2, 5, 6	3, 6, 9, 21, 22, 23	
7	3, 4, 5, 8, 9	6, 7, 8, 12, 13, 21, 22, 23	
8	2, 8, 9	10, 13, 15, 30, 31, 32	2, 7
34. Minerals in Texas			
3	2, 3, 5, 7,	5, 7, 16, 17, 18	
4	2, 3, 5, 7	6, 12, 14, 22, 23, 24	2, 7
5	2, 5	6, 12, 13, 25, 26, 27	
6	2, 5	3, 7, 9, 21, 22, 23	
7	5, 8, 9	7, 8, 13, 21, 22, 23	
8	9	10, 13, 30, 31, 32	2, 7

GRADE	EEs	TEKS	TAAS
35. Insurance in Texas			
3	2, 7	7, 8, 17	
4	2, 7	12, 13, 14, 23	2
5	2, 7	12, 13, 14, 26	
6	2, 7	8, 9, 10, 22	
7	4, 8, 9	12, 13, 22	
8	3, 8, 9	15, 31	2
36. Public Utilities in Texas			
3	2, 7	7, 8, 15, 16	
4	2, 7	12, 13, 14, 21, 22	2, 7
5	2, 7	12, 13, 24, 25	
6	2, 7	9, 10, 20, 21	
7	4, 8, 9	12, 13, 20, 21	
8	3, 8, 9	13, 15, 29, 30	2, 7
37. Transportation in Texas			
3	1, 2, 7	10, 16, 17, 18	
4	1, 4, 7	22, 23, 24	1, 10
5	1, 7	25, 26, 27	
6	7	14, 21, 22, 23	
7	6, 8, 9	16, 21, 22, 23	
8	6, 8, 9	20, 30, 31, 32	1, 10
38. Railroads in Texas			
3	2, 7	7, 8, 16, 17, 18	
4	2, 7	4, 12, 13, 21 22, 23, 24	2, 9, 10
5	2, 7	5, 12, 13, 24 25, 26, 27	
6	2, 7	9, 10, 20, 21, 22, 23	
7	3, 4, 8, 9	6, 7, 12, 13 20, 21, 22, 23	
8	3, 8, 9	14, 15, 28, 29, 30, 31, 32	2, 9, 10
39. Aviation in Texas			
3	2, 7	7, 8, 16, 17, 18	
4	2, 7	5, 12, 13, 21, 22, 23, 24	2, 7
5	2, 7	5, 12, 13, 24, 25, 26, 27	
6	2, 7	9, 10, 20, 21, 22, 23	
7	3, 4, 8, 9	6, 7, 12, 13, 20, 21, 22, 23	
8	3, 8, 9	14, 15, 28, 29, 30, 31, 32	2, 7

GRADE	EEs	TEKS	TAAS
40. Crime in Texas			
3	1, 3, 6, 7	11, 16, 17, 18	
4	1, 7	18, 22, 23, 24	1, 7
5	1, 4, 7	25, 26, 27	
6	1, 6, 7	14, 21, 22, 23	
7	6, 7, 9	16, 21, 22, 23	
8	6, 7, 9	20, 30, 31, 32	1, 7
41. Agriculture in Texas			
3	2, 3, 5, 7	4, 5, 8, 16, 17, 18	
4	2, 5, 6, 7	6, 8, 12, 13, 25, 26, 27	2, 4, 7, 9
5	2, 5, 7	6, 9, 12, 13, 25, 26, 27	
6	2, 5, 7	3, 7, 9, 10, 21, 22, 23	
7	5, 8, 9	7, 8, 9, 12, 21, 22, 23	
8	2, 8, 9	10, 15, 30, 31, 32	2, 4, 7, 9
42. Livestock in Texas			
3	2, 7	7, 8, 16, 17, 18	
4	2, 7	12, 13, 14, 22, 23, 24	2, 7
5	2, 7	12, 13, 25, 26, 27	
6	2, 7	4, 9, 21, 22, 23	
7	3, 5, 8, 9	6, 7, 12, 21, 22, 23	
8	2, 8, 9	13, 15, 30, 31, 32	2, 7
43. Statewide Civic Organizations			
3	1, 6, 7	11, 16, 17, 18	
4	1, 6, 7	18, 22, 23, 24	1, 10
5	1, 6, 7	19, 25, 26, 27	
6	1, 6, 7	14, 21, 22, 23	
7	6, 9	16, 17, 21, 22, 23	
8	6, 9	21, 22, 30, 31, 32	1, 10
44. Texas Talk			
3	5	4, 17	
4	5	6, 23	4, 7
5	5	6, 26	
6	5	3, 22	
7	5	8, 22	
8	2	10, 31	4, 7
45. Texas Hall of Fame			
3	6, 7	1, 16, 17, 18	6, 10
4	3, 7	5, 22, 23, 24	
5	3, 7	5, 25, 26, 27	
6	3, 7	2, 21, 22, 23	
7	4, 9	7, 21, 22, 23	
8	4, 9	24, 27, 30, 31, 32	6, 10

Teacher's Lesson Planner

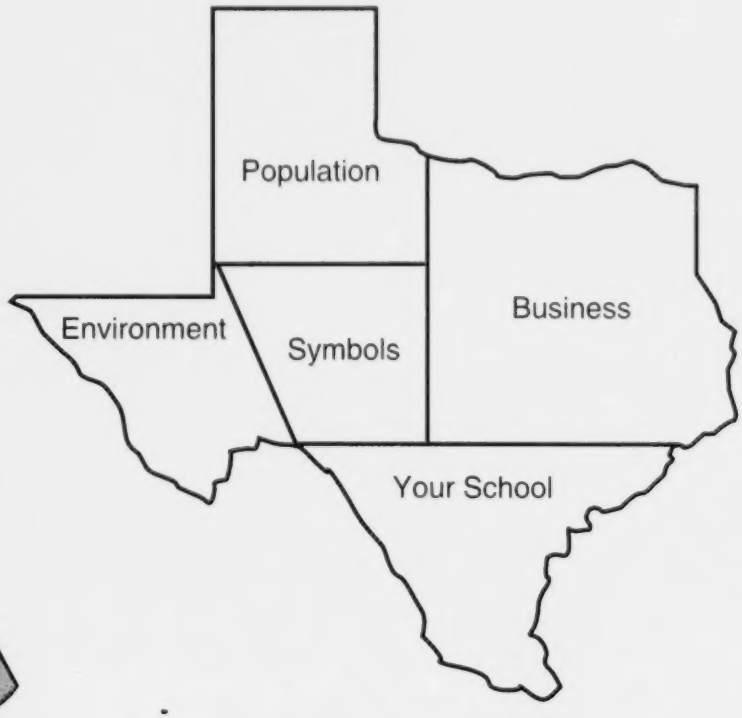
Lesson: *Texas, the Lone Star State*

Texas Almanac Reference	Page
"Texas, the Lone Star State"	*5*
"Texas' Rank Among the United States"	*9*

Instructional Suggestions

1. In five cooperative groups, students will create a collage reflecting state profile data. A large outline map of Texas will be divided into five sections so that each group will place its information on one particular section.
   - **a.** The Panhandle area of Texas will contain the collage reflecting state profile data on population.
   - **b.** The Western area of Texas will contain the collage reflecting state profile data on environment.
   - **c.** The Central area of Texas will contain the collage reflecting state profile data on symbols.
   - **d.** The Eastern area of Texas will contain the collage reflecting state profile data on business.
   - **e.** The Southern area of Texas will contain the collage reflecting data on your school population, mascot, types of business in the area, and natural resources in the area.

2. Students will be divided into six groups. Each group will select one of these social issues under the Miscellaneous Categories - Poverty Level, AIDS, Hazardous Waste, Violent Crime, Child Abuse, and Public Aid and, using the data on page 9 and their own research, will prepare a presentation to the class. Students should address each issue from these two perspectives.
   - **a.** It is the government's responsibility to create and fund programs for these societal problems.
   - **b.** It is the private sector's responsibility to create and fund programs for these societal problems.



Lesson: *Symbols of Texas*

Texas Almanac Reference	Pages
"State Flags and Other Symbols"	*11-12*
"Holidays, Anniversaries and Festivals, 1998 and 1999"	*95*
"State Seal and Other Symbols"	*380*

Instructional Suggestions

1. Students will complete the State Symbols Wordsearch, using pages 11-12, 95, and 380. Students should fill in the blanks first and then use these terms to complete the wordsearch.

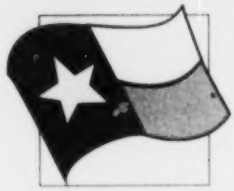
2. Students will complete the State Symbols Crossword Puzzle, using pages 11-12, 95, and 380.

3. Using information on page 380, students will create their own design for the reverse side of the State Seal.

4. **a.** Students will role-play proper usage of the Texas Flag.
   b. In cooperative groups, students will brainstorm and produce a web on the reasons that rules were passed by the Legislature on the correct usage of the Texas Flag.
   c. Students will conduct a community service project in which they will observe and report on violations of the Texas Flag Code. Students will present information on flag usage at their site visitations.

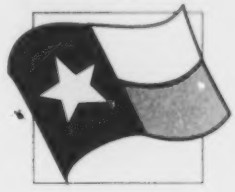
Student Activity

State Symbols Wordsearch



1. The _____ is the building shown on the back of the State Seal.
2. In Spanish, the _____ is called "el conejo."
3. The _____ _____ is the State Gem.
4. The flag designed by David G. _____ had a gold star.
5. The _____ is on the back of the State Seal to represent the Battle of Gonzales.
6. The flag of the _____ _____ was used from 1861 to 1865.
7. In 1977, chili was selected as the State _____.
8. _____ _____ is a State Holiday observed on June 19.
9. Guadalupe bass was selected as the State _____.
10. In 1991, the State Legislature selected the square dance as the State _____ _____.
11. The _____ flag flew over Texas from 1685 to 1690.
12. _____ is the State Motto.
13. In 1993, the Texas red _____ was selected as the State Fruit.
14. Texas _____ _____ is observed on March 2.
15. August 27, the birthday of Lyndon B. _____, is a State Holiday.
16. Texas is known as the _____ _____ State.
17. The _____ flag flew over Texas from 1821 to 1836.
18. In 1927, the _____ was chosen as the State Bird.
19. "Texas _____ _____ _____" are words shown on the back of the State Seal.
20. The _____ is the State Tree.
21. The flag of the _____ _____ _____ is the same as the present state flag.
22. A State Holiday observed on April 21 is _____ _____ _____.
23. The _____ flag flew over Texas from 1519 to 1685 and 1692 to 1821.
24. In January, Texans observe Martin Luther King Jr.'s birthday as a _____ _____.
25. "_____ _____ _____" is the State Song.
26. The words on the front of the State Seal are "_____ _____ _____ _____."
27. The flag of the _____ _____ is to be flown to the viewer's left.
28. Lorenzo de _____ designed an early Texas flag.

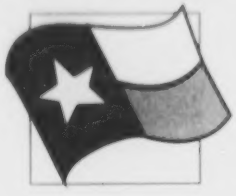
State Symbols Wordsearch

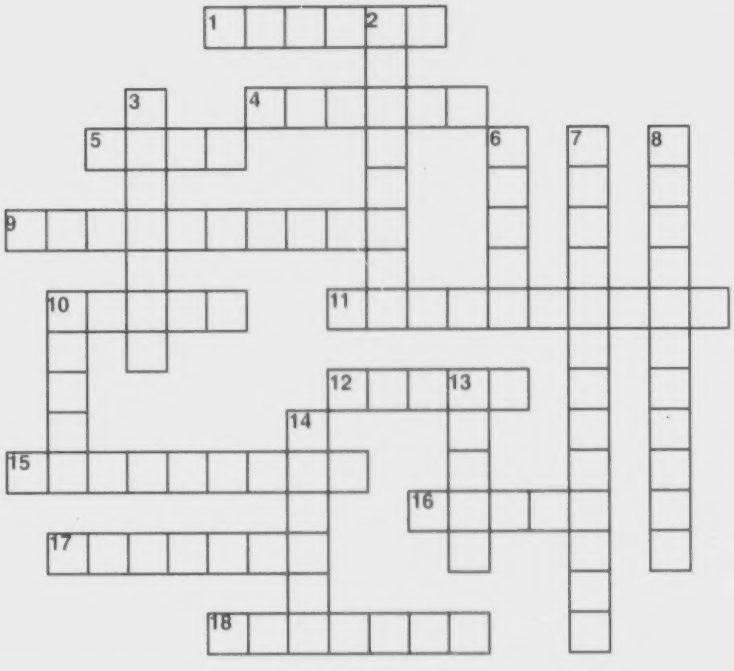


R A B L U E T O P A Z J Z B C U H P V W C L I D U S I W B
R H I S K E F U W C R M Y J T I U R F E P A R G O Y E W S
O Z W A E Z W K X C H S I F D Z V H O E Z N H N L I M I W
F S E E P T C J W B U N I T E D S T A T E S E W H T V R V
S T B I T Q A S G C A L U H B J Y Y O H J A C R P Z I E D
V A L M Z T D T K E M A N C I P A T I O N D A Y B R I J T
G T H R Y R C K S W I X P S G F M F H D O H Z D E Y R U K
N E K X Y S C M B E Z S Z N A N S N I W H R F P T A P H L
V H B K R A F H N G T U V T D G S N K J P R U E W D H R P
H O L L A X M O V K H A N G H O D U V T I B X D G O K J P
W L U H T E O R L P H L R C N I V K H E L A N G U T V T D
G I E K S T C S J K P W N E V H N R N I S P H L T N V K H
N D B G E F K P U V D E T I D O D D C O G K J E N I P W H
R A O P N O I A H L R A S V N E S O U K H N N A O C G U V
T Y N D O E N N G F K I N N J H F R P W H R C M R A Z P H
L V N K L T G I H N B G A C I T T N U V U E A T H J A D G
K J E P W A B S H L R C P P E E H L O B P L V K S N V H N
G U T V T T I H E D G K J X X P W H R C A P H L I A A V K
H N G U V S R T D G K J A A P W N A C I X E M H D S L R P
H L V K H E D N G U V S S T D G K J P W H R P H L V A K H
N G U V T H D G K J P Y A D E C N E D N E P E D N I W H R
P H L V K T H N G U V T D G K J P W H R P H L V K H N G U

Student Activity

State Symbols Crossword Puzzle





Across Clues

1. He designed a flag with a blue field and white star.
4. His flag had a gold star.
5. Guadalupe bass is the State ___.
9. It is the State Flower.
10. It is shown in the upper half of the back of the State Seal.
11. It is the State Motto.
12. Texas Independence Day is observed on ___ 2.
15. It is the State Gem.
16. This tree branch is shown on the front of the State Seal.
17. His birthday is a state holiday observed in August.
18. Martin Luther King Jr.'s birthday is a state holiday observed in ___.

Down Clues

2. Texas is known as the ___ ___ State.
3. It is a tree branch shown on the front of the State Seal.
6. It is the State Tree.
7. It is the State Song.
8. It is the State Bird.
10. San Jacinto Day is observed on ___ 21.
13. It is the State Dish.
14. It is on the back of the State Seal to represent the Battle of Gonzales.

Topic: *Texas in Bloom*

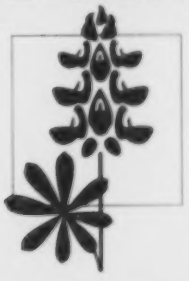
Texas Almanac Reference	**Page**
"Texas in Bloom"	*15*

Instructional Suggestion

Students will complete the Hidden Picture Puzzle by reading each statement and circling the answer which best completes each sentence. They will color the spaces on the puzzle as indicated by their answer. All unused spaces should be colored green.

Student Activity

Hidden Picture Puzzle



1. Texas has more than ___ species of flowering plants.
   - 12,000 - 7 and 29 ***brown***
   - 5,000 - 10 and 50 ***yellow***

2. The yucca plant grows in the ___.
   - desert - 28 and 63 ***yellow***
   - mountains - 45 and 20 ***purple***

3. Wildflowers bloom in the ___.
   - spring - 29, 30, 31, and 33 ***black***
   - winter - 52, 53, 54, and 55 ***brown***

4. One example of a Texas shrub is the ___.
   - strawberry cactus - 1 and 16 ***black***
   - mountain laurel - 39 and 56 ***yellow***

5. In East Texas there are many ___.
   - dogwood trees - 17 and 48 ***yellow***
   - prickly pears - 26 and 61 ***brown***

6. The state flower is the ___.
   - Indian paintbrush - 4 and 40 ***purple***
   - bluebonnet - 12 and 59 ***yellow***

7. Evening primroses are ___.
   - blue - 22 ***yellow***
   - pink - 32 ***brown***

8. One flower found in the Big Thicket is the ___.
   - wild azalea - 24 and 66 ***yellow***
   - false purple thistle - 2 and 15 ***brown***

9. Blossoms of the prickly pear may be ___.
   - pink - 6 and 23 ***purple***
   - red - 8 and 34 ***yellow***

10. The ___ may bloom through June.
    - bluebonnet - 11 and 37 ***yellow***
    - Indian blanket - 18 and 51 ***yellow***

11. A plant which attracts butterflies is the ___.
    - lemonmint - 25 and 57 ***yellow***
    - gayfeather - 41 and 62 ***brown***

12. An example of a white bloom is the ___.
    - primrose - 36 and 47 ***yellow***
    - Queen Anne's lace - 14 and 38 ***yellow***

13. Wild morning glories are ___.
    - blue - 5 and 42 ***purple***
    - pink - 13 and 69 ***yellow***

14. Many wildflower seeds are sown by the ___.
    - Texas Department of Transportation - 21 and 64 ***yellow***
    - Flower Control Board - 19 and 67 ***brown***

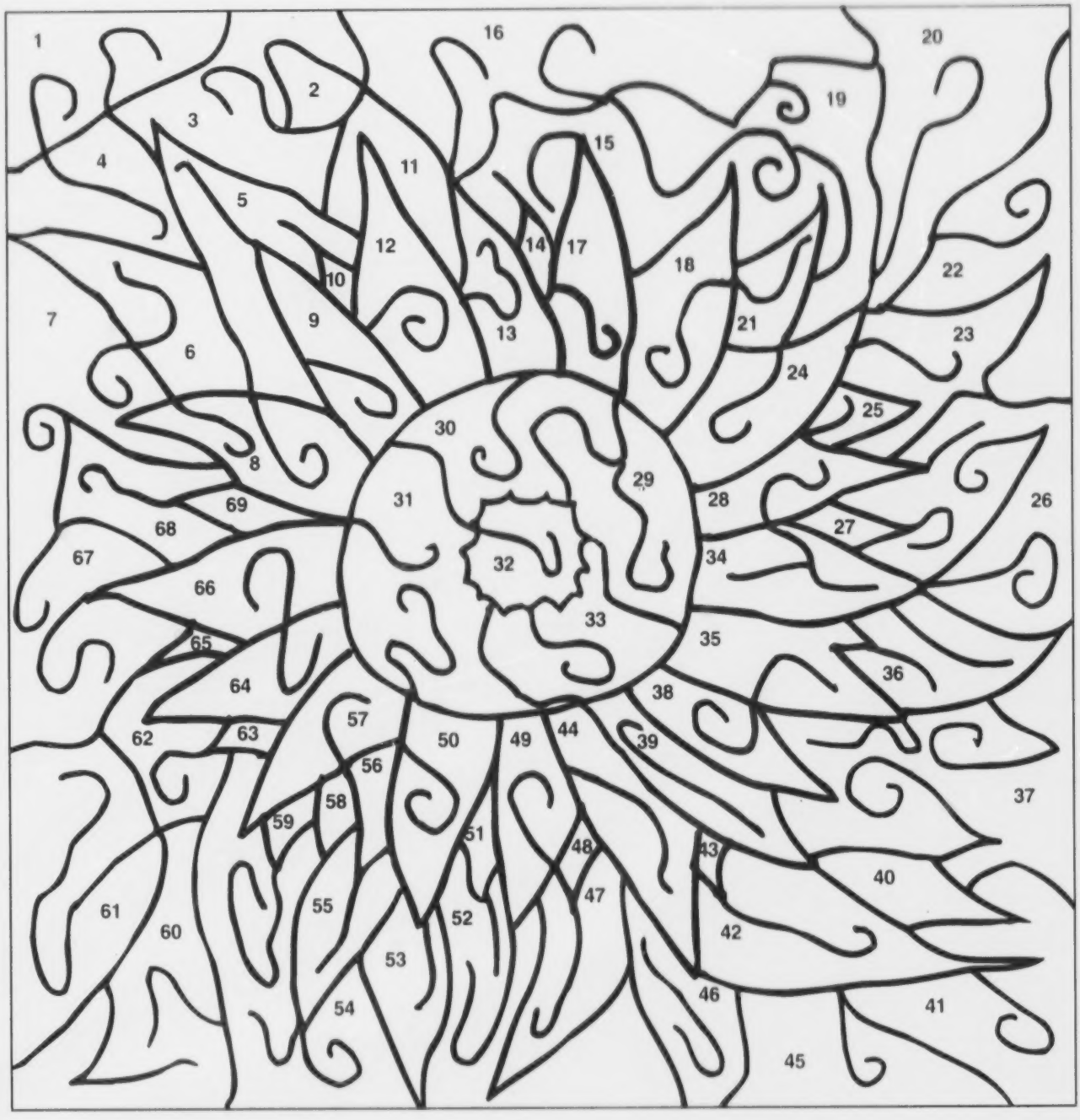
15. One should not pick wildflowers along the highways because they are ___.
    - there for all of us to enjoy - 43 ***yellow***
    - removed in the summer and replanted the next year - 31 ***yellow***

16. A book organized by botanical family is ___.
    - Texas Wildflowers, a Field Guide - 44 and 58 ***yellow***
    - Native Plant Bibliography for Texas - 3 and 60 ***black***

17. To order a list of native seed and plant suppliers, one may contact the ___.
    - Texas Department of Beautification - 27 and 46 ***yellow***
    - National Wildflower Research Center - 35 and 49 ***yellow***

18. The book Wildflowers of Texas by Geyata Ajilvsgi organizes flowers by ___.
    - size - 39 and 68 ***purple***
    - color - 9 and 65 ***yellow***

Hidden Picture Puzzle



Teacher's Lesson Planner

Lesson: *National Wildflower Research Center*

Texas Almanac Reference	Page
"National Wildflower Research Center"	*19*

Instructional Suggestion

Students will complete the National Wildflower Research Center Wordsearch, using page 19. Students should fill in the blanks first and then use these terms to complete the wordsearch.

Student Activity

National Wildflower Research Center Wordsearch

1. The National Wildflower Research Center is located southwest of the city of _____ .
2. The _____ _____ is the underground water formation below the center.
3. Plant _____ at the center respond to questions from people in Texas and other states.
4. More than 500 species of native plants _____ at the center.
5. In two of the _____ gardens visitors can view both native and non-native plants.
6. Thick stone walls of the buildings provide natural _____ .
7. Lady Bird _____ was a founder of the center.
8. Many of the buildings are constructed of _____ .
9. Data shows that _____ plants save time, money, water, and energy.
10. The center is located in the Edwards _____ area, at the edges of four other ecological regions.
11. A water-harvesting system is located on the _____ .
12. _____ heat is used as a renewable resource.
13. A nature _____ is located in the center.
14. The staff keeps records of the amount of _____ used in each garden.
15. The annual festival held at the center is known as the _____ _____ .

M H N G G V L W Y E C F J W O D Q O B R
G D H K M A W I A D N U O J J R Z L Y C
Y B T Q Z D B L L X I P H D C F S I U O
U K S G T D Q D C Q O Q N I W F T N S R
A A T X R I Y F N T P R S S A W X O H U
X U F C A O J L F A M N O S T R T I S U
P A S U I O K O B U T F N I B O K T A P
T Q Z T L W O W E O A I F P Z I Q A S O
Q R M W I R Y E D N O M V O O F A T O E
P I E Q X N P R Z J O P T E I M T L L A
W L W F W T Y D D E T T O W I H D U A C
O A A N I E P A L A I X S Q N I L S R B
F Y L T E U G Y O N N Y U E S D W N F C
I Q R R E D Q S I T Q L A T M A T I L O
D R E F A A O A F J A N R D V I S N O G
Z G T Q Y H U H S M S E C B K D L T U B
B F A T L I Y Z R D P W T V T W C V R Z
M O W A R L G O A X R H A U C P A E I O
W J S U F Z F K E H U A N Z Q A J B S H
G Q I R P Y U T Q H Y A W U E D M F H M
J X P T O O I R J W T H T D T Z U R I L
X D C J A W X U G G D W L H E Z M K S B

Teacher's Lesson Planner

Lesson: *La Belle and Fort St. Louis*

Texas Almanac Reference	Pages
"La Belle and Fort St. Louis"	*29-34*

Instructional Suggestions

1. Students will be divided into cooperative groups to participate in an "archaeological dig." Each group should receive a shoebox filled with sand. Hidden in the sand should be items that may have been used in the seventeenth century, such as cooking utensils, chess and backgammon pieces, decorative beads, nails, pottery shards, buckles, candles, compasses, etc. As they use a tea strainer to unearth the objects buried in the sand, each group will complete a chart with this information concerning each item - name, illustration, possible use, and modern-day equivalent.

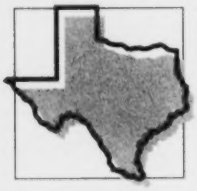
2. Students will read pages 29-34 and complete the chronology and timeline activities.
   - **a.** Determine the year in which each of these events occurred.
   - **b.** Write the year of each event in the blank.
   - **c.** Create an illustrated timeline - with a symbol, illustration, or picture for each of these events.

___ La Belle set sail for the Gulf of Mexico.
___ The remains of La Belle were found in Matagorda Bay by the Texas Historical Commission.
___ The Karankawas attacked Fort St. Louis.
___ La Salle claimed the Mississippi basin for France.
___ La Salle was killed by some of his own men.
___ La Belle was built.
___ The Spanish found the remains of La Belle.
___ The Texas Historical Commission began the search for La Belle.
___ La Belle entered Matagorda Bay.
___ General de León found the remains of Fort St. Louis.

3. Students will write a journal addressing these four entries; their perspective should be that of a member of the French expedition.

   - **a.** August 1, 1684 - La Belle sets sail from France.
   - **b.** February 18, 1685 - La Belle enters Matagorda Bay.
   - **c.** January 1688 - Fort St. Louis is attacked by the Karankawas.
   - **d.** What if La Salle had been there and had provided better leadership?

Lesson: *After the Great Storm*



Texas Almanac Reference	Pages
"After the Great Storm"	*35-40*

Instructional Suggestions

1. Students will chart the progress of a modern-day hurricane using latitude and longitude.

2. Using pages 35-36, students will complete the chart, Early History of Galveston. This may be done individually, in cooperative groups, or as a whole-class activity.

   Directions for Completing Chart
   Name *Identify the person involved.*
   Year *In what year did the person come to the present-day Galveston area?*
   Significance *What did the person contribute?*

   Early History of Galveston

Name	Year	Significance
Pineda	1519	
	1528	Shipwrecked on Galveston Island
		Named the island and mainland
Aury	1816	
	1817	French pirate who occupied the island
		Began to sell lots on Galveston Island

3. Students will be divided into cooperative groups and use pages 37-40 to complete this activity.

   Group 1- The Storm- *will report on the events of the storm.*

   Group 2- The Seawall
   Group 3- Elevating the City
   Group 4- Government and Finances
   } *-will conduct research on their problem and be prepared to suggest solutions.*

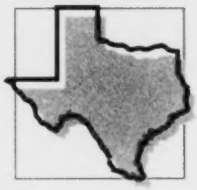
   Group 5- The Media - *in preparing to interview Groups 1-4, they will develop a set of three questions to pose to each group. They will then conduct an on-camera interview with Groups 1-4.*

   Group 6- The Muralists- *will draw a mural of events associated with the "Great Storm" (before, during, and after). This will serve as the backdrop during the interviews.*

4. Students will develop an oral history by interviewing someone who has faced a natural disaster.

Teacher's Lesson Planner

Lesson: *Texas' All-Woman Supreme Court*



Texas Almanac Reference	**Pages**
"Texas' All-Woman Supreme Court"	*41-43*

Instructional Suggestions

1. Using pages 41-43, students will complete the Magic Puzzle. Read each clue; locate the answer to each clue in the puzzle. Write the number of the clue in the correct puzzle. Students will be able to check their answers by adding the numbers in each column (vertically) and each row (horizontally); each total will be the same for each column and row. This is the magic number; write in the number.

2. Students will write a persuasive essay in support of one of these viewpoints.

Hortense Sparks Ward was opposed to the laws which denied married women property rights. She spearheaded the movement to correct these injustices.

"When a woman in Texas marries today, her husband has the sole management of all her separate property and of all her interest in the community property . . . He may even mortgage or sell every piece of furniture in the home, and she is helpless to prevent, even if her earnings have paid for every piece. He has a right to sell her dresses if he sees fit, and she cannot prevent . . ."

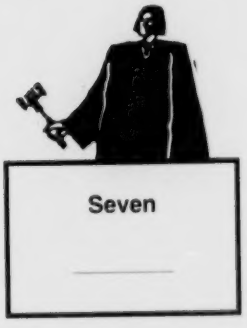
Hattie Leah Henenberg supported legal aid for the needy.

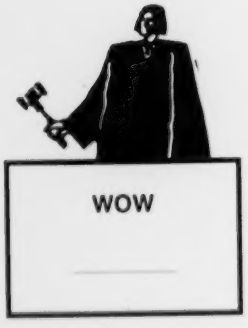
"From birth to death, the poor man is the prey of petty swindlers . . . Legal aid work consists of giving legal advice and legal assistance gratuitously, if necessary, to all persons who may appear worthy, and who, by reason of poverty, are unable to procure assistance elsewhere. A legal aid society does not give charitable support to needy persons, but only justice and the enforcement of just and honorable claims."

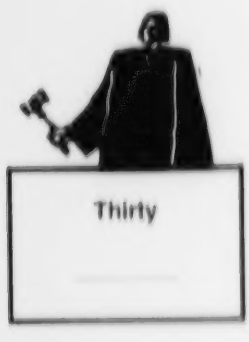
Ruth Virginia Brazzil was opposed to women's participation in politics.

"In my opinion there is little chance of the majority of our public offices being filled by women. There are too many men well qualified for that, and, as a rule, the average woman has more exacting, and, to her, more absorbing duties than those of a political nature."

Magic Puzzle





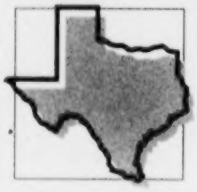


1. This is the minimum age requirement for the Texas Supreme Court.
2. She was very involved in providing legal aid for the poor.
3. This is the minimum number of years that a justice must practice law in Texas.
4. This is the first woman to pass the Texas Bar Examination.
5. This was a fraternal association influential in Texas politics.
6. This is the special judicial group that, in 1825, was comprised only of women.
7. This was the governor who appointed three women to the Texas Supreme Court.
8. The ruling of this group favored the Woodmen of the World.
9. She was opposed to woman suffrage and the advancement of women's rights.

The Magic Number: _____

Teacher's Lesson Planner

Lesson: *A Brief Sketch of Texas History*



Texas Almanac Reference	**Pages**
"A Brief Sketch of Texas History"	*44-60*

Instructional Suggestion

Students will complete the Timeline of Texas History, using pages 44-60. Students will calculate the number of years that elapsed between each of the two events cited.

24

Student Activity

Timeline of Texas History

Example: *The Narváez expedition left Cuba.* *1528*
Pineda mapped the coast of Texas. *1519*
9 years

1. Fray Rodriguez passed through the El Paso area. 1581
   Coronado was commissioned to lead an expedition to the American Southwest. 1540

2. The Narváez expedition left Cuba. 1528
   Columbus' voyage brought Europeans to America. 1492

3. La Salle claimed the land drained by the Mississippi River for France. 1682
   Cabeza de Vaca wandered into Mexico. 1536

4. Mission San Francisco de los Tejas was founded. . . . . .
   Luis Moscoso de Alvarado entered Central Texas. . . . . .

5. Settlers from the Canary Islands came to Texas. . . . . .
   The Alamo was founded. . . . . .

6. Napoleon sold Louisiana to the United States. . . . . .
   Tomás Sánchez received a land grant on the Rio Grande. . . . . .

7. The Cherokees came to Texas. . . . . .
   Filibuster Philip Nolan was killed in Texas. . . . . .

8. General Terán began his tour of Texas. . . . . .
   Moses Austin's land grant request was approved. . . . . .

9. Mexico gained its independence from Spain. . . . . .
   Pineda mapped the Texas coast. . . . . .

10. Santa Anna dismantled the federalist government of Mexico. . . . . .
    Stephen F. Austin took over his father's plan. . . . . .

11. Texas became part of the United States. . . . . .
    The Battle of Gonzales was fought. . . . . .

Student Activity

12. The Treaty of Guadalupe Hidalgo was signed.....
Mexico won its indepedence from Spain.....

13. Sam Houston refused to take the oath of loyalty to the Confederacy. .....
Sam Houston led Texans to victory at San Jacinto. .....

14. General Gordon Granger proclaimed the emancipation of slaves. .....
Texas became part of the United States. .....

15. A Texas system of public education was first created. .....
Mirabeau Lamar gained recognition as the "Father of Education." .....

16. Reconstruction in Texas ended. .....
Texas seceded from the United States. .....

17. Governor Colquitt sent Texas Rangers to the Valley to protect Texans. .....
The Texas Rangers were re-established by Governor Coke. .....

18. Oil was discovered at Spindletop. .....
Texas land was valued at $2.62 an acre. .....

19. "Dad" Joiner discovered oil near Kilgore. .....
Oil was discovered at Spindletop. .....

20. The United States entered World War I. .....
Texas won its independence from Mexico. .....

Lesson: *National Historic Civil Engineering Landmarks in Texas*

Texas Almanac Reference	**Page**
"National Historic Civil Engineering Landmarks in Texas"	*43*

Instructional Suggestion

Students will create a historical marker for one of the National Historical Civil Engineering Landmarks in Texas. The marker should include a drawing of the landmark and a summary of its significance.

Teacher's Lesson Planner

Lesson: *Texas: Prehistory to Annexation*

Texas Almanac Reference	Pages
"Prehistoric Texas"	*44*
"The Spanish Explorations"	*44-45*
"French Exploration"	*45*

Instructional Suggestions

1. Students will illustrate each of the four basic stages of cultural advancement for prehistoric Texas, using page 44. Each student should fold a sheet of unlined paper into four equal sections. Each section should be labeled with the name of a stage and illustrated to reflect the culture of that period.

2. Using pages 44-45, students will work in cooperative groups to create a living statue of one of the Spanish or French explorers. Roles to be assigned are:

   a. illustrator, who will create the props;
   b. mapmaker, who will chart the explorer's route(s);
   c. author, who will write a brief narrative for the commemorative plaque which will be a part of the living statue; and
   d. spokesperson, who will relate the explorer's experiences during the living statue presentation.

   As students complete these tasks, they must also determine the design of their living statue, using themselves and the materials they have created. For example, one student might be the explorer claiming the land by planting a flag; another student might be the Indian meeting him; and other students might be representative of the environment. Two groups may be assigned the same explorer - one from the perspective of the Spanish or French explorer and the other from the viewpoint of the Indians. As each group presents its living statue, class members will complete a chart with this information - name of explorer, sketch of statue, and things I learned about this explorer from the presentation.

Lesson: *Texas: Prehistory to Annexation*

Texas Almanac Reference	Pages
"Spanish Rule"	*45-46*
"The Demise of Spain"	*46*
"American Immigrants"	*46-47*

Instructional Suggestions

1. Students will, using pages 45-46, create a cartoon strip which illustrates the interactions and perpsectives of the people involved in a Spanish mission. The cartoon should include at least two of these characters - an Indian receptive to accepting the Spanish culture, an Indian opposed to accepting the Spanish culture, a Spanish priest, and a Spanish soldier. Cartoons should include pictures and dialogue.

2. Students will create an obituary for the decline of the Spanish Empire, using page 46. They should include a timeline, simple drawings, and a written explanation.

3. **a.** Using pages 46-47, students will create a print or visual advertisement encouraging immigration to Texas.
   b. Students will draw and write a caption for an editorial cartoon on immigration from the perspective of either the Indians or the Spanish.

Teacher's Lesson Planner

Lesson: *Texas: Prehistory to Annexation*

Texas Almanac Reference	Page
"Mexico, 1821-1836"	*47*

Instructional Suggestion

Students will read page 47 and complete the sequencing activity.

a. Write the year in which each of these events occurred in the appropriate column.
b. Write "1" in the appropriate column for the first event that occurred and continue until all events are sequenced.

Year	Order	
____	____	The First Republic of Texas was proclaimed.
____	____	Iturbide was overthrown and a new constitution was adopted.
____	____	Magee, commander of the "Republican Army of the North," captured Nacogdoches.
____	____	The war for Mexico's independence from Spain ended.
____	____	Mexico's legally-elected administration was overthrown by supporters of Vicente Guerrero, thus beginning a chaotic political period.
____	____	Mexico's war for independence from Spain began.

Lesson: *Texas: Prehistory to Annexation*

Texas Almanac Reference	Pages
"Texas, 1821-1833"	*47-48*
"Prelude to Revolution"	*48-49*
"Winning Independence"	*49-51*

Instructional Suggestions

1. Students will, using pages 47-48, develop a diary of a colonist; topics should include why he/she came, tasks to be completed, weaknesses of the Mexican colonial policy, and disagreements with the Mexican government.

2. Students will complete the Mystery Picture Puzzle, using pages 48-51. They should read each statement; determine if it is true or false. If it is true, connect the numbers indicated by the "T". If it is false, connect the numbers indicated by the "F". If the answers are correct, students will easily recognize the mystery picture that emerges.

Student Activity

Mystery Picture Puzzle

1. By 1835, Texas exports amounted to $500,000.
   T - 22 to 26
   F - 27 to 36

2. The value of Texas imports was less than the value of its exports.
   T - 53 to 57
   F - 62 to 63

3. By 1834, Texans had been granted the right to trial by jury.
   T - 38 to 39
   F - 46 to 50

4. In 1834, Santa Anna took complete control of the Mexican government.
   T - 4 to 25
   F - 42 to 43

5. The Texas "war party" wanted to fight on the side of Santa Anna.
   T - 44 to 49
   F - 12 to 13

6 The majority of Texans supported William Travis' actions at Anahuac.
   T - 14 to 17
   F - 55 to 56

7. The "consultation" met at Washington-on-the-Brazos in October 1835.
   T - 37 to 38
   F - 9 to 10

8. Santa Anna repealed the Constitution of 1824.
   T - 39 to 63
   F - 47 to 48

9. Citizens of Gonzales refused to release Mexican soldiers they had captured.
   T - 19 to 20
   F - 51 to 52

10. Texans defeated Mexican soldiers at Goliad and Nacogdoches in the fall of 1835.
    T - 31 to 34
    F - 5 to 7

11. General Cós was defeated in Saltillo in December 1835.
    T - 1 to 7
    F - 41 to 42

12. Sam Houston ordered James Bowie to go to the Alamo.
    T - 3 to 4
    F - 30 to 33

13. David Crockett brought 32 volunteers to the Alamo.
    T - 39 to 58
    F - 28 to 31

14. The Consultation chose Henry Smith as president of Texas.
    T - 16 to 17
    F - 12 to 19

15. Henry Smith ordered William B. Travis to protect the government in Gonzales.
    T - 11 to 12
    F - 56 to 62

16. There were approximately 150 men in the Alamo by February 23.
    T - 8 to 9
    F - 6 to 10

17. The demand by Santa Anna that the Texans surrender was answered with a cannon shot.
    T - 29 to 32
    F - 36 to 48

18. Because of James Bowie's illness, William Travis took complete command of Texans at the Alamo.
    T - 26 to 28
    F - 36 to 48

32

Student Activity

19. Eight Texas defenders were killed at the Alamo in the first three days of fighting.
T - 32 to 43
F - 34 to 35

20. Reinforcements from Gonzales entered the Alamo on March 1.
T - 24 to 25
F - 35 to 36

21. Texans defeated Santa Anna's army at the Alamo.
T - 59 to 62
F - 35 to 41

22. The United States flag flew over the Alamo.
T - 49 to 53
F - 32 to 37

23. Texas declared independence on March 2, 1836.
T - 23 to 29
F - 1 to 2

24. James Fannin's soldiers defeated General Urrea at Goliad.
T - 31 to 40
F - 3 to 9

25. David Burnet and Lorenzo de Zavala were named interim president and vice president of Texas.
T - 18 to 22
F - 44 to 57

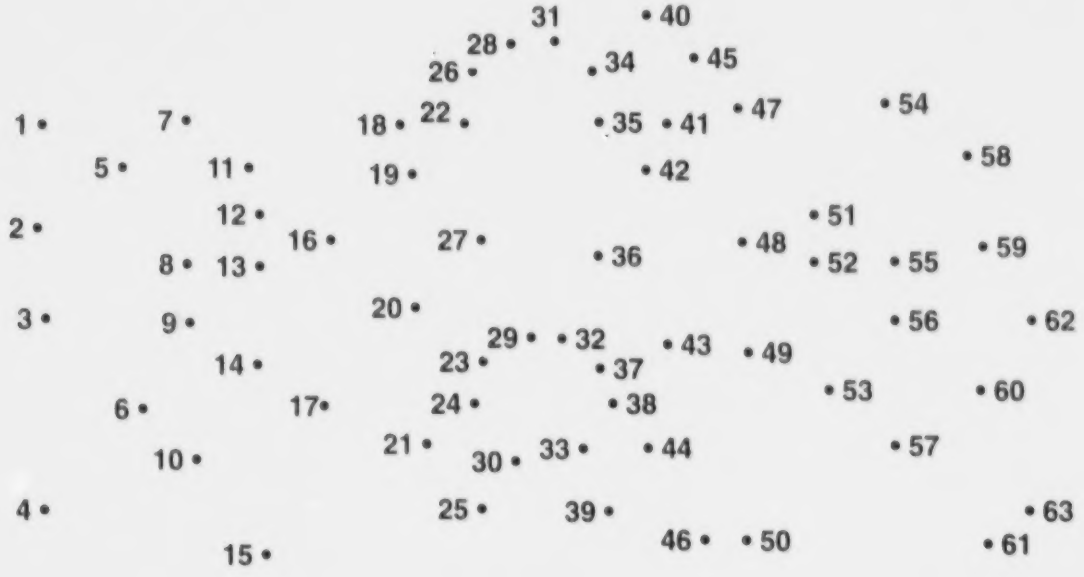
26. Erastus Smith and Hendrick Arnold were unable to gather information which would help the Texans.
T - 10 to 21
F - 23 to 24

27. Juan Seguin refused to fight against Santa Anna.
T - 2 to 12
F - 8 to 13

28. The Battle of San Jacinto lasted less than twenty minutes.
T - 42 to 51
F - 53 to 60

29. Santa Anna escaped the battle, returned to Mexico, and later fled to Spain.
T - 25 to 39
F - 18 to 19

30. Sam Houston was wounded during the Battle of San Jacinto.
T - 52 to 55
F - 50 to 61



Teacher's Lesson Planner

Lesson: *Texas: Prehistory to Annexation*

Texas Almanac Reference	Pages
"Republic of Texas, 1836-1845"	*51-52*

Instructional Suggestions

1. Students will write a eulogy for Stephen F. Austin, including biographical data and major accomplishments.

2. In cooperative groups students will be assigned one of these problems facing the Republic of Texas - Santa Anna, the Texas army, the annexation of Texas, education, Indian policies, and problems with Mexico. Each group will research and present to the class information that includes stating the problem, its cause, and its solution. Class members will take notes as each group reports.

Lesson: *Texas: Annexation to 1920*

Texas Almanac Reference	Pages
"Annexation"	*52-53*
"1845-1860"	*53*

Instructional Suggestions

1. Students will either create an editorial cartoon or write a letter to the newspaper editor supporting or opposing the annexation of Texas, using pages 52-53.

2. Using page 53, students will complete the Early Statehood Word Puzzle.

Student Activity

Early Statehood Word Puzzle

E
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D

1. In 1845, the United States went to war with _____.
2. One of the first encounters of the War with Mexico took place at _____ _____.
3. The _____ of 1850 settled Texas' public debt and land disputes.
4. He was president of the United States during the War with Mexico.
5. The first whites to push the frontier into west Central Texas were from _____.
6. General Winfield _____ led the capture of Mexico City in 1847.
7. The United States acquired the American _____ after the War with Mexico.
8. He was the leader of the German immigrants to Texas.
9. General _____ commanded the United States army troops in Texas in 1845.
10. The disputed area was south of the _____ River.
11. The Treaty of Guadalupe _____ ended the War with Mexico.
12. This was the largest money crop in Texas.
13. People such as _____ dominated elections during early statehood.
14. After the War with Mexico, the _____ became the boundary between the United States and Mexico.

Lesson: *Texas: Annexation to 1920*

Texas Almanac Reference	Pages
"Secession"	*53-54*
"Civil War"	*54-55*
"Reconstruction"	*55-56*

Instructional Suggestions

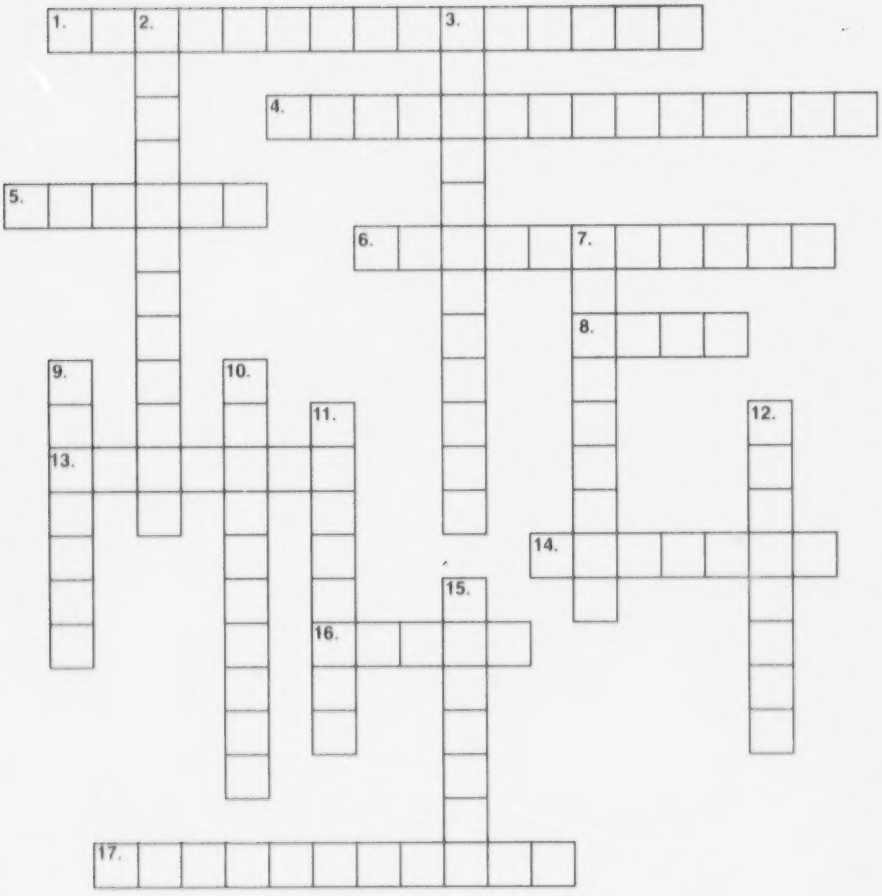
1. Students will read pages 53-54 and answer these questions.

   a. What happened to the Texas population between 1850 and 1860?
   b. What group of people controlled the wealth of the state and dominated the politics?
   c. What was an economic goal of the new immigrants?
   d. What was the platform of the Know-Nothing Party?
   e. Which political party was spurred to serious party organization as a result of the Know-Nothing successes?
   f. In 1857, who was dealt the only election defeat in his political career?
   g. How did most Texans feel about secession?
   h. Since the army could not control the Indian raids and Congress refused to provide aid, what government fell into disrepute?
   i. What was the result of the 1861 state election?
   j. Why was Governor Sam Houston replaced by Lt. Gov. Edward Clark?

2. Students will locate these places (Galveston, Sabine Pass, Brazos Santiago, Brownsville, and Palmito Ranch) on a Texas outline map and then create a historical marker for each, using pages 54-55.

3. Using pages 55-56, students will complete the Reconstruction Crossword Puzzle.

Reconstruction Crossword Puzzle



Across Clues

1. This was organized to provide help for the newly freed slaves.
4. This word means rebuilding.
5. This group was still not considered full citizens by 1866.
6. This word means temporary.
8. This person was elected governor of Texas in 1873.
13. This word means to end slavery.
14. This person was President of the U. S. during Reconstruction.
16. This governor's administration was the most unpopular in Texas history.
17. This was the name of the seceded Southern states.

Down Clues

2. This word means the act of setting free.
3. This was the Mexican president who fought against the French and Mexican royalists.
7. This word means to withdraw or leave the Union.
9. This general was in charge of the Union occupation of Texas in 1865.
10. This amendment abolished slavery.
11. This was the commander of the Fifth Military District.
12. This political party controlled the Texas government by 1874.
15. A citizens' army is a state ____.

Lesson: *Texas: Annexation to 1920*

Texas Almanac Reference	**Pages**
"Capital and Labor"	*56-58*

Instructional Suggestion

Students will complete the Capital and Labor Outline, using pages 56-58.

Capital and Labor Outline

I. Constitutional Convention 1875
   - A. Purpose was to rewrite the _____ _____.
   - B. Curtailments included
     1. salaries of public _____.
     2. _____ _____.
     3. election of _____ rather than appointment,
     4. state _____ programs,
     5. _____ bureau, and
     6. destruction of the _____.
   - C. Accomplishments
     1. _____ were to be common carriers and subject to _____.
     2. The _____ were re-established.

II. Economy
   - A. The backbone of the state's economy was the _____ _____.
   - B. Federal monetary policy
     1. Issuance of _____ _____ brought a business boom but also increased _____.
     2. In 1879, the nation returned to the _____ _____.
     3. _____ _____ declined between 1873 and 1891.
     4. In the 1870s, _____ values and _____ prices dropped.
   - C. Land policy
     1. The number of _____ doubled and the number of _____ tripled.
     2. The much-criticized _____ - _____ system was developed.
   - D. Railroads
     1. The _____ & _____ and the _____ - _____ - _____ railroads changed the states' trade patterns.
     2. Movement of trade changed from the _____ to the _____.
   - E. Politicians
     1. _____ _____ _____ was neither a Confederate veteran nor tied to past party policies.
     2. The _____ _____ was evident.
     3. Growing use of _____ _____ _____
        a. Their purpose was to limit blacks' access to _____ _____.
        b. They required railroads to provide _____ accommodations for blacks and whites.
     4. Since the farmers felt that Hogg had not gone far enough in the reform movement, the _____ _____ was formed.
     5. In 1893, _____ _____ _____ was the leader of the Texas Republicans.
     6. By 1896, the Populist Party fused with the _____.

Lesson: *Texas: Annexation to 1920*

Texas Almanac Reference	**Pages**
"Oil"	*58-59*

Instructional Suggestion

Students will read pages 58-59 and complete the chronology and timeline activities.

a. Determine the year in which each of these events occurred.
b. Write the year of each event in the blank.
c. Draw a timeline and place each event on it.
d. Illustrate at least three of the events on the timeline.

_____ The pipeline from Spindletop to the Neches River was completed.

_____ The well at Oil Springs was reopened.

_____ Texas oil production reached 28 million barrels.

_____ By this year Corsicana wells produced 500,000 barrels.

_____ Texas' first commercial well was drilled near Nacogdoches.

_____ The East Texas Field was discovered by "Dad" Joiner.

_____ Spindletop was discovered near Beaumont.

_____ Texas oil production reached 836,000 barrels a year.

_____ A law was passed requiring abandoned wells to be plugged.

_____ The first major commercial well was completed at Corsicana.

Teacher's Lesson Planner

Lesson: *Texas: Annexation to 1920*

Texas Almanac Reference — *"1900-1920"*

Pages — *59-60*

Instructional Suggestion

Students will use a blank grid and this information to complete a grid coordinates puzzle. The horizontal axis should be numbered from 1-22; the vertical axis should be lettered from A-R. They should begin writing their answers in the grid according to the coordinates at the beginning of each statement.

Across

C - 5 Because of raids by _____ _____ in 1916, President Wilson activated the National Guard.

G - 5 _____ against black soldiers led to a riot in Houston in 1917.

I - 1 By 1920, nearly one-third of the population of Texas lived in the _____ .

J - 7 In 1903, the Legislature passed laws to prohibit the abuse of _____ labor.

L - 12 In 1900, a devastating hurricane struck _____ .

O - 3 Beginning in 1914, _____ became one of the most dominant and colorful figures in Texas politics.

P - 12 The House approved articles of _____ against Governor Ferguson for embezzlement in 1917.

R - 1 _____ were given the right to vote in state primaries in 1918.

Down

A - 7 The Texas _____ were sent to the Valley in 1913 to offer protection from Mexican rebels.

A - 13 In 1903, the Legislature imposed a _____ tax as a requisite for voting.

F - 9 In the early twentieth century, the _____ movement gathered strength in Texas.

F - 14 The election of _____ as governor in 1906 marked a progressive period in Texas politics.

F - 17 The United States entered _____ War I in 1917.

F - 20 The _____ Ship Channel was built to provide an inland port.

G - 5 The "Plan of San _____ " started a bloodbath in the Valley in 1915.

K - 16 In 1911, the _____ Revolution broke out.

M - 5 During World War I, intolerance was shown toward _____ - Texans because of their ancestry.

Lesson: *Environment of Texas*

Texas Almanac Reference	Pages		Pages
"The Physical State of Texas"	*61*	*"Major Rivers"*	*71-75*
"Physical Regions"	*62-65*	*"Lakes and Reservoirs"*	*75-79*
"Geology of Texas"	*65-67*	*"Vegetational Areas"*	*80-81*
"Soil Conservation and Use"	*67-70*	*"Texas Forest Resources"*	*81-84*
"Water Resources"	*70-71*	*"State Forests," "National Forests and Grasslands in Texas"*	*85*

Instructional Suggestions

1. Students will use page 61 to label each boundary of Texas on a Texas outline map.

2. In cooperative groups, students will create a collage reflecting each of the four physical regions of Texas. A large outline map of Texas will be divided into the four regions. Students will illustrate the regions using magazine pictures or their own drawings. They will use pages 62-65 and include, for example, geographical features, natural vegetation, and resources.

3. **a.** Students will use pages 65-67 to color and make a key showing the geology of Texas on the Texas geology map outline.
   b. Students will select the geological area in which their town is located and write an essay describing their area.

4. With a learning partner, students will create a mosaic representing the soil subdivision in which they live. Students will use visuals (construction paper, objects, yarn, etc.) and pages 67-70 to illustrate the type of soil, the use of soil (farming and/or ranching), soil management problems, and resources of the soil. Their mosaic should include a title and show imagination and creativity.

5. Using pages 70-71, students will complete the Magic Puzzle. Read each clue; locate the answer to each clue in the puzzle. Write the number of the clue in the correct state outline. Students will be able to check their answers by adding the numbers in each column (vertically) and each row (horizontally); each total will be the same number as will be the total of each column and each row. This is the magic number; write in the number.

6. **a.** Students will use the Texas rivers map and their textbook to locate and label the rivers of Texas.
   b. Students will complete the Name That River worksheet, using pages 71-75.
   c. Using the information from this activity and a blank grid, students will work with a learning partner to create their own puzzle, including the across and down clues. Upon completion, students will exchange and solve the puzzles.
   d. Students will complete the Rivers of Texas Crossword Puzzle, using pages 71-75.

7. Students will create a pictograph to show the storage capacity of Amistad Reservoir, Lake Meredith, Lake Palestine, and two of their choice, using pages 75-79. They will design their own symbol.

8. Students will pretend that they have been commissioned by their local Chamber of Commerce to create a postcard on vegetational areas, using pages 80-81 and an index card. On one side of the card, they will illustrate the area of their choice and on the other side they will write an explanation of their drawing.

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Lesson: *Environment of Texas*

Instructional Suggestions, continued

9. Using the chart on page 84, students will answer these questions.

   a. Which county has the largest timber production in cubic feet?

   b. Which county has the smallest timber production in cubic feet?

   c. What is the difference between the largest and smallest timber production?

   d. Which county has the largest pine timber production?

   e. Which county has the largest hardwood timber production?

   f. Which county has the highest stumpage value in thousands of dollars?

   g. Which county has the highest delivered value in thousands of dollars?

   h. What is the total value of timber production in Jasper County in thousands of dollars?

   i. Is there more pine or hardwood timber production in Texas?

   j. What is the difference between the pine and hardwood timber production in thousands of dollars?

10. On a blank grid, students will create a bar graph using three different colors and page 85. One color will represent the total size of the five state forests. The second color will represent the total size of the four national forests. The third color will represent the total size of the five national grasslands.

Magic Puzzle

Travis Peak Formation	Irrigation	Panhandle	Ogallala Aquifer
Edwards Aquifer	Pecos River Valley	El Paso	Trans-Pecos Region
Seymour Aquifer	Dallas-Fort Worth and Waco	Central and Northeast Texas	Carrizo-Wilcox Aquifer
Gulf Coast Aquifer	Cenozoic Pecos Aquifer	Edwards Aquifer Authority	TWDB

1. It is responsible for the development of water resources and financing facilities for that development.
2. Seventy-five percent of its Texas ground water is used for this.
3. The Ogallala Aquifer is located in this part of Texas.
4. Heavy use of its water has caused land-surface subsidence in the Houston-Galveston area.
5. San Antonio relies on it for its municipal water supply.
6. The Carrizo-Wilcox Aquifer provides water for public and industrial uses in these parts of Texas.
7. Extensive development of the Trinity Aquifer in these areas has resulted in a decline of several hundred feet in the water-level.
8. This area of Texas gets its water from the Edwards-Trinity (Plateau) Aquifer.
9. Ninety percent of its water is used for irrigation.
10. It receives its drinking water from the Hueco-Mesilla Bolson.
11. This area gets water from the Cenozoic Pecos Alluvium.
12. It provides water to parts of Arkansas and Louisiana.
13. Ninety-five percent of its water is used for irrigation.
14. Since the mid-1970s, less of its water has been used for irrigation.
15. Created in 1993, it regulates the amount of water pumped from Uvalde County through portions of Hays County.
16. It is part of the Trinity Group Aquifer.

The Magic Number: _____

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Student Activity

Name That River

1. The river that is the largest river wholly in Texas and gets its name from a Spanish word meaning "reddish" - _____

2. The river whose name comes from the Spanish word for cypress and is considered Texas' eastern boundary line - _____

3. The river that ranks third in size of all the rivers in Texas and along which were the early settlements of San Felipe de Austin and Washington-on-the-Brazos - _____

4. The river whose waters carve the Palo Duro Canyon and form the boundary between Texas and Oklahoma - _____

5. The river that the Spanish named for the numerous bison they found in its area - _____

6. The river that is the longest Texas river and the longest river within or bordering the U. S. - _____

7. The river that has its source within and near the corporate limits of San Antonio - _____

8. The river that runs directly to the Gulf of Mexico through Galveston Bay - _____

9. The river that starts in New Mexico, crosses the Texas Panhandle into Oklahoma, and there flows into the Arkansas River - _____

10. The river in the Piney Woods of East Texas named by Spanish explorers for Indians living along its banks - _____

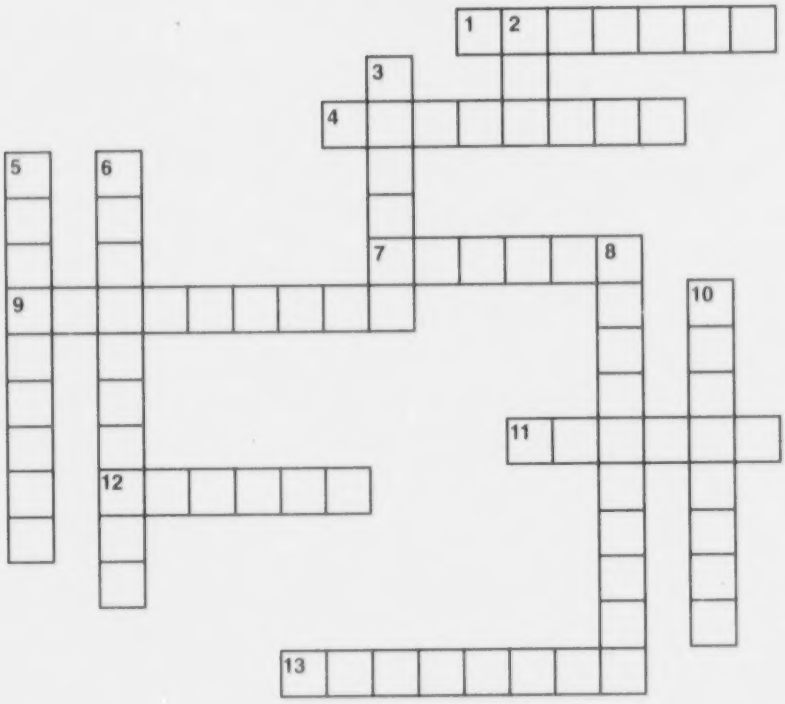
11. The river Alonso de León named in 1689 - _____

12. The river that starts as a spring-fed stream and has power generation at Canyon Lake - _____

13. The river whose main stream begins with the junction of the Elm and West Forks at Dallas - _____

Student Activity

Rivers of Texas Crossword Puzzle



Across Clues

1. The ___ River has the largest cities, people, and industries.
4. The ___ River flows through the Panhandle.
7. The ___ River is located in East Texas and was named for a group of Indians.
9. The tributaries of this river are the San Antonio, Comal, and San Marcos Rivers.
11. Its original Spanish name means "Arms of God."
12. The ___ River begins in the Balcones Escarpment.
13. Many Mexicans in the Valley use this name for the Rio Grande.

Down Clues

2. The ___ River forms part of the northern boundary of Texas.
3. The ___ River helps form part of the eastern boundary of Texas.
5. The ___ ___ is Texas' longest river.
6. This river flows into the Guadalupe River near the Gulf Coast.
8. The final battle of the Texas Revolution was fought on the banks of this river.
10. The ___ River is the largest river wholly within Texas.

Teacher's Lesson Planner

Lesson: *Wildlife in Texas*

Texas Almanac Reference	Pages
"Texas' Threatened and Endangered Species"	*86*
"Texas Wildlife"	*87-89*
"Texas Wildlife Management Areas"	*89-91*
"National Wildlife Refuges"	*91-92*
"Wildlife Stamps and Prints"	*92*

Instructional Suggestions

1. Students will each select a threatened/endangered species. They will write to the Texas Parks and Wildlife Department (page 86) for more information about their chosen species. A class chart will be constructed, recording the threatened/endangered species information that each student has obtained. Students will discuss and then debate the government's role in protecting threatened/endangered species.

2. Using the information on pages 87-89, students will work individually or in groups to create a book on Texas mammals. Students will include illustrations, map locations, and interesting facts about their chosen mammals.

3. Students will create a travel brochure on one of the twenty-nine wildlife management areas, pages 89-91. The teacher may compile all the brochures into a class travel guide.

4. Students will locate, on a Texas map, the sixteen National Wildlife Refuges in Texas. With their learning partners, they will select a wildlife refuge and write to the refuge (pages 91-92) for additional information. A class bulletin board will be assembled with the acquired materials.

5. Students will create a commemorative postage stamp in recognition of a Texas threatened or endangered species. They should first read page 92 and then use the list on page 86.

Lesson: *Holidays in Texas*

Texas Almanac Reference	**Page**
"Holidays, Anniversaries, and Festivals, 1998 and 1999"	*95*

Instructional Suggestions

These activities are predicated upon the Banks Model of Integration of Ethnic Content. Please see the ensuing pages for a complete discussion of Dr. James A. Banks' model.

1. Students will make a calendar of holidays, anniversaries, and festivals in Texas.

2. Teacher will create four separate pools from which students can draw one of each type of holiday. The classifications are religious, historical, special observance, and political. Students will, with their learning partner, draw one holiday from each of the four pools. They must research the origin and significance of each of their four holidays, using outside resources.

3. Students will continue working with their learning partner and determine how each of their four holidays are celebrated. The information from Activities 2 and 3 will be presented to the class by each of the pairs.

4. Students will continue working with their learning partner to prepare and present, according to this scenario. *You are members of your local school board. Present to your fellow board members why your four holidays should be school holidays.*

Approaches to Multicultural Curriculum Reform

James A. Banks
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The Contributions Approach

Several identifiable approaches to the integration of ethnic content into the curriculum have evolved since the 1960s. The Contributions Approach to integration is one of the most frequently used and is often used extensively during the first phase of an ethnic revival movement. This approach is characterized by the addition of ethnic heroes into the curriculum that are selected using criteria similar to those used to select mainstream heroes for inclusion into the curriculum. The mainstream curriculum remains unchanged in terms of its basic structure, goals, and salient characteristics.

The Heroes and Holidays Approach is a variant of the Contributions Approach. In this approach, ethnic content is limited primarily to special days, weeks and months related to ethnic events and celebrations. Cinco de Mayo, Martin Luther King's Birthday, and Black History Week are examples of ethnic days and weeks that are celebrated in the schools. During these celebrations, teachers involve students in lessons, experiences, and pageants related to the ethnic groups being commemorated. When this approach is used, the class studies little or nothing about the ethnic groups before or after the special event or occasion.

The Contributions Approach is the easiest approach for teachers to use to integrate the curriculum with ethnic content. However, it has several serious limitations. Students do not attain a global view of the role of ethnic and cultural groups in U.S. society. Rather, they see ethnic issues and events primarily as an addition to the curriculum, and consequently as an appendage to the main story of the development of the nation and to the core curriculum in the language arts, the social studies, the arts, and to other subject areas. The teaching of ethnic issues with the use of heroes, holidays, and contributions also tends to gloss over important concepts and issues related to the victimization and oppression of ethnic groups and their struggles against racism and for power. Issues such as racism, poverty, and oppression tend to be evaded in the Contributions Approach to curriculum integration. The focus, rather, tends to be on success and the validation of the Horatio Alger myth that every American who is willing to work hard can go from rags to riches and pull himself or herself up by the bootstrap.

The Contributions Approach often results in the trivialization of ethnic cultures, the study of their strange and exotic characteristics, and the reinforcement of stereotypes and misconceptions. When the focus is on the contributions and unique aspects of ethnic cultures, students are not helped to understand them as complete and dynamic wholes.

The Ethnic Additive Approach

Another important approach to the integration of ethnic content to the curriculum is the addition of content, concepts, themes, and perspectives to the curriculum without changing its basic structure, purposes, and characteristics. The Additive Approach is often accomplished by the addition of a book, a unit, or a course to the curriculum without changing it substantially.

The Additive Approach allows the teacher to put ethnic content into the curriculum without restructuring it, which takes substantial time, effort, training, and rethinking of the curriculum and its purposes, nature, and goals.

The Additive Approach can be the first phase in a more radical curriculum reform effort designed to restructure the total curriculum and to integrate it with ethnic content, perspectives, and frames of reference. However, this approach shares several disadvantages with the Contributions Approach. Its most important shortcoming is that it usually results in the viewing of ethnic content from the perspectives of mainstream historians, writers, artists, and scientists because it does not involve a restructuring of the curriculum. The events, concepts, issues, and problems selected for study are selected using Mainstream-Centric and Euro-Centric criteria and perspectives. When teaching a unit such as "The Westward Movement" in a fifth grade U.S. History class, the teacher may integrate her unit by adding content about the Lakota (Sioux) Indians. However, the unit remains Mainstream-Centric and focused because of its perspective and point of view. A unit called "The Westward Movement" is Mainstream and Euro-Centric because it focuses on the movement of European Americans from the eastern to the western part of the United States. The Lakota Indians were already in the West and consequently were not moving West. The unit might be called, "The Invasion from the East," from the point of view of the Lakota. An objective title for the unit might be, "Two Cultures Meet in the Americas".

The Additive Approach also fails to help students to view society from diverse cultural and ethnic perspectives and to understand the ways in which the histories and cultures of the nation's diverse ethnic, racial, cultural, and religious groups are inextricably bound.

The Transformation Approach

The Transformation Approach differs fundamentally from the Contributions and Additive Approaches. This approach changes the basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. The key curriculum issue involved in the Transformation Approach is not the addition of a long list of ethnic groups, heroes, and contributions, but the infusion of various perspectives, frames of reference, and content from various groups that will extend students' understandings of the nature, development, and complexity of U.S. society. When students are studying the Revolution in the British colonies, the perspectives of the Anglo Revolutionaries, the Anglo Loyalists, Afro-Americans, Indians, and the British are essential for them to attain a thorough understanding of this significant event in U.S. History. Students must study the various and sometimes divergent meanings of the Revolution to these diverse groups to fully understand it.

When studying U.S. history, language, music, arts, science, and mathematics, the emphasis should not be on the ways in which various ethnic and cultural groups have "contributed" to mainstream U.S. society and culture. The emphasis, rather, should be on how the common U.S. culture and society emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that make up American society. One of the ironies of conquest is that those who are conquered often deeply influence the cultures of the conquerors.

The Decision-Making and Social Action Approach

This approach includes all of the elements of the Transformation Approach but adds components that require students to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit. In this approach, students study a social problem such as, "What actions should we take to reduce prejudice and discrimination in our school?"

They gather pertinent data, analyze their values and beliefs, synthesize their knowledge and values, and identify alternative courses of action, and finally decide what, if any, actions they will take to reduce prejudice and discrimination in their school. Major goals of the Decision-Making Approach are to teach students thinking and decision-making skills, to empower them, and to help them acquire a sense of political efficacy.

Mixing and Blending the Approaches

The four approaches to the integration of ethnic content into the curriculum that I have described are often mixed and blended in actual situations. One approach, such as the Contributions Approach, can also be used as a vehicle to move to other and more intellectually challenging approaches, such as the Transformation and the Decision-Making and Social Actions Approaches. It is not realistic to expect a teacher to move directly from a highly Mainstream-Centric curriculum to one that focuses on decision making and social action. Rather, the move from the first to the higher levels of ethnic content integration into the curriculum is likely to be gradual and cumulative.

Level 4

The Social Action Approach

Students make decisions on important social issues and take actions to help solve them.

Level 3

The Transformation Approach

The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups.

Level 2

The Additive Approach

Content, concepts, themes and perspectives are added to the curriculum without changing its structure.

Level 1

The Contributions Approach

Focuses on heroes, holidays, and discrete cultural elements.

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**The Social Studies Texan, Texas Council for the Social Studies, Winter, 1990.*

Teacher's Lesson Planner

Lesson: *Calendars in Texas*

Texas Almanac Reference	Pages
"201-Year Calendar, A.D. 1894-2094, Inclusive"	*102*
"Extreme Weather Records in Texas"	*105*
"Destructive Weather"	*105-111*
"A Brief Sketch of Texas History"	*44-60*

Instructional Suggestions

1. Using pages 102, 105-111, and outside resources, students will compute the day of the week each of these events occurred.

   a. Hurricane destroys half of Galveston and kills 6,000 people, the greatest natural disaster in human terms ever to strike North America. (1900)

   b. Gusher drilled by mining engineer, Captain A.F. Lucas, at Spindletop, near Beaumont, brings Texas into the petroleum age. (1901)

   c. Black Tuesday, the stock market crashes, ushering in the Great Depression. (1929)

   d. One of the coldest days on record in Texas, -23° F at Seminole (1933)

   e. Hottest temperature ever recorded in Texas, 120° F at Seymour (1936)

   f. Bombing of Pearl Harbor in Hawaii by Japanese pulls U.S. into World War II. (1941)

   g. Allies invade Normandy (D-Day). (1944)

   h. V.E. Day marks the end of World War II in Europe. (1945)

   i. World War II officially ends when Admiral Chester Nimitz, aTexan, accepts the Japanese surrender. •(1945)

   j. President John F. Kennedy is assassinated in Dallas; Vice President Lyndon B. Johnson succeeds to the office, becoming the 36th President of the United States. (1963)

2. Students will conduct research to find the specific date of each of these events and will use page 102 to compute the day of the week each event occurred.

   a. 19th Amendment (woman suffrage) ratified. (1920)

   b. Apollo 11 lands on the moon. (1969)

   c. 26th Amendment (18-year old suffrage) ratified. (1971)

   d. Berlin Wall torn down. (1989)

   e. Ann Richards is elected Governor of Texas. (1990)

   f. Kay Bailey Hutchison becomes first woman to serve as U.S. Senator from Texas. (1993)

Lesson: *Weather in Texas*

Texas Almanac Reference	Pages
"Weather"	*103-105*
"Destructive Weather"	*105-111*
"Texas is Tornado Capital"	*108*
"Texas Temperature, Freeze, Growing Season and Precipitation Records by Counties"	*113-118*

Instructional Suggestions

1. Using the tables, "Average Temperatures 1995," page 103, and "Average Temperatures 1996," page 104, students will select the area of the state in which they live and construct a bar graph showing temperatures per month. They should use a different color for each year.

2. Using the tables, "Average Precipitation 1995," page 103, and "Average Precipitation 1996," page 104, students will construct a line graph showing precipitation per month, using a different color for each year.

3. Using the chart, "Texas Annual Average Precipitation, 1888-1996," page 107, students will answer these questions.

   a. What was the year of highest annual precipitation?
   b. What was the year of lowest annual precipitation?
   c. What is the difference, in inches, between the lowest and highest years?
   d. What is the average (mean) precipitation of the 1980s?
   e. What is the difference between the average (mean) precipitation of the 1970s and the 1980s?
   f. What was the annual precipitation of the year you were born?

4. Using the chart, "Number of Tornadoes in Texas, 1951-1995," page 108, students will compare the number of tornadoes in their birth month and year to the average (mean) number of tornadoes in their birth year.

5. Students will use pages 106-111 to count the number of rainstorms/flooding, hurricanes, tornadoes, blizzards/snowstorms in the twentieth century. They will use the information to compute the percentages for each type of destructive weather. Students will use the percentages to construct a pie graph in which each percentage is reflected numerically and pictorially.

6. The class will be divided into groups and each assigned a "destructive weather" condition. Students will brainstorm safety precautions for home and school and report to the entire class on their plans.

7. Students will create a chart of five counties- their own, one from the Panhandle, one from the Trans-Pecos, one from the Piney Woods, and one from the Rio Grande Valley, using pages 113-118. Categories on the chart will be highest recorded temperature, lowest recorded temperature, length of growing season, and annual precipitation. Upon completion of the chart, students will answer these questions.

   a. Which area of Texas has the highest temperatures?
   b. Which area of Texas has the lowest temperatures?
   c. Which area of Texas has the longest growing season?
   d. Which area of Texas has the greatest precipitation?
   e. What inferences can be drawn from a comparison of this data?

Teacher's Lesson Planner

Lesson: *Recreation and Sports in Texas*

Texas Almanac Reference	Pages
"Texas' State Parks"	*119-130*
"National Parks, Historical Sites, Recreation Areas in Texas"	*131-133*
"Fish and Fishing"	*133-134*
"Hunting, Fishing Licenses"	*135*
"Fairs, Festivals and Special Events"	*135-136*
"Texas Tourism Facts, 1995"	*136*
"Farewell, Southwest Conference: Hello, Big Twelve"	*137-139*

Instructional Suggestions

1. a. In cooperative groups, students will plan a trip to a state park. Using information in the Texas Almanac, students will choose a destination. Each group will write to the Texas Parks and Wildlife Department (address, page 119) and ask for information on their chosen state park. Additional information can be obtained through the Texas Department of Transportation (page 127).
   b. Using a Texas road map, each group will plot the route from their school to their chosen park. The mileage will be calculated using map scale. Students will determine the cost of transportation to the park (miles x cost of gasoline per mile). An overall trip budget will also be compiled.
   c. Students will make a collage which illustrates the location of their chosen park, facilities available, and other important characteristics of the park.
   d. Each group will present their park to the entire class. The class will then vote on where they would like to go on a class trip.

2. Students will locate, on a Texas map, the twelve national recreational facilities in Texas (pages 131-132). Illustrate the map with symbols representative of each facility.

3. Using the chart on page 132, students will complete Recreational Visits to National Parks, constructing a bar graph which reflects the number of visitors to each of the twelve national parks in Texas in 1996.

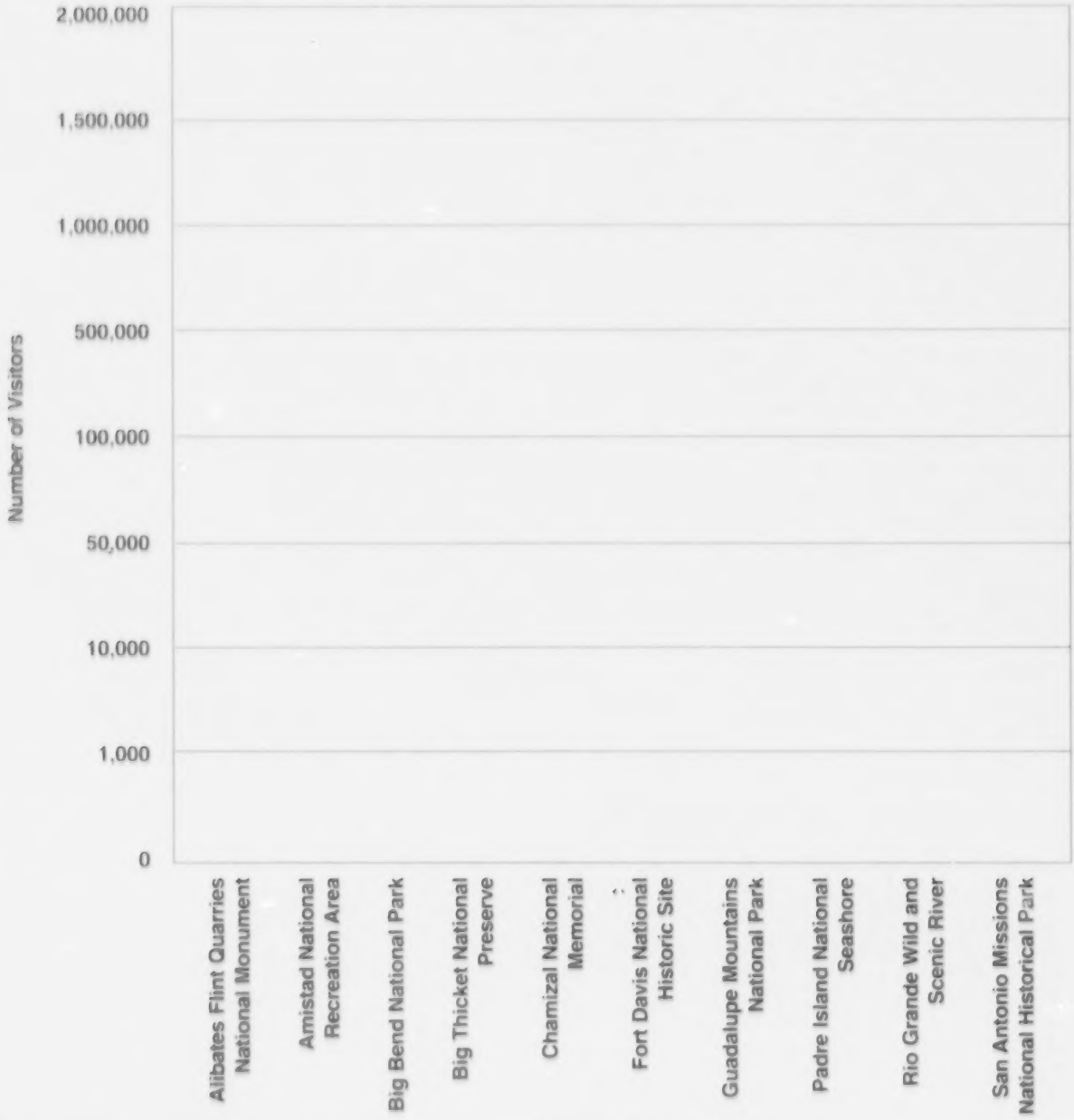
4. Students will write a tall tale about fishing. They will use one of the most popular fish for recreational fishing on page 133.

5. Using page 135 as reference, students will design a new Texas hunting or fishing license.

6. Students will draw and/or use magazine pictures to create a poster advertising one of the fairs, festivals, and special events on pages 135-136. The poster should be designed to attract visitors to that part of the state.

7. Students will write an obituary on "Farewell, Southwest Conference; Hello, Big Twelve," using pages 137-139. Students may wish to write on an outline of a football, basketball, or volleyball.

Recreational Visits to National Parks in Texas



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Teacher's Lesson Planner

Lesson: *Counties of Texas*

Texas Almanac Reference	Pages
"Counties of Texas by Name"	*140-141*
"Geography of Texas Counties"	*142-292*
"Texas Population Growth Leads Nation"	*293-296*

Instructional Suggestions

1. Students will use pages 140-141 and 142-292 to complete these activities.

   a. Draw an outline of the county in which you live.
   b. Locate and label the county seat.
   c. Draw and label the important physical features.
   d. Draw and label the major highways.
   e. Draw and label any significant historical landmarks.
   f. Draw and label any noteworthy sites (examples: airport(s), military base(s)).
   g. Use "Table 1," page 294, to determine the rate of population increase from 1990-1995.

2. Select one county from each of the other three natural regions of Texas. (See page 62.) Compare them to the county in which you live by creating maps for each of these counties as you did for your county. (See number 1.)

3. Rank these four counties according to population, land area, rainfall, growing season days, and average weekly wage.

Lesson: *Towns and Cities in Texas*

Texas Almanac Reference	Pages
"Counties of Texas by Name"	*140-141*
"Places, Towns, and Cities"	*297-318*

Instructional Suggestions

1. On a Texas county map in a timed activity, students will color code counties whose names are derived from Spanish.

2. Students will be divided into cooperative groups. In a timed activity, students will list towns with a name derived from Spanish. Rewards will be given to the group with the largest number of towns.

3. Students will write an essay summarizing their conclusions from Activities 1 and 2 on the large number of Spanish place names in Texas.

Teacher's Lesson Planner

Lesson: *The Constitution of Texas*

Texas Almanac Reference	Pages
"Constitution of Texas"	*319-326*
"Text of Texas Constitution"	*326-379*

Instructional Suggestions

1. Students will answer these questions using "Constitution of Texas," page 319.

   a. When was the Texas Constitution adopted?
   b. As of November 7, 1995, how many amendments does the Texas Constitution have?
   c. Explain the two steps necessary to amend the Texas Constitution.
   d. How can an amendment be submitted during a special session of the Legislature?
   e. Can the governor reject an amendment?
   f. Who makes the final decision of approving proposed amendments?
   g. In what year was the largest number of amendments submitted to voters by the Texas Legislature?
   h. List the years in which only one amendment was submitted to voters by the Texas Legislature.
   i. Was SJR 1 approved in 1995? What was the vote?
   j. Which proposed 1997 amendment concerned the compensation to victims of crime fund?
   k. What was the total vote on HJR 64?

2. Using "Index to the State Constitution," students will complete the chart, Texas Constitution. This may be done individually, in cooperative groups, or as a whole-class activity.

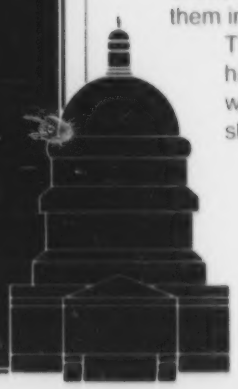
3. Students will read pages 326-328 and complete Texas Bill of Rights.

4. Students will read pages 326-379 and complete Articles of the Texas Constitution.

5. Students will read pages 328, 347, and 350-351 to complete State Officials.

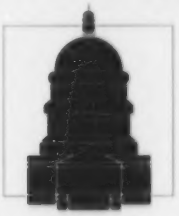
6. Students will read page 355 and complete Texas Voters.

7. Students will play Texas Bingo. Each student will receive a Texas Bingo game card. From the Texas Bingo Word List, each student will select and write one term in each square on his/her game card. Students may not use a term more than once. The teacher will copy the Texas Bingo Questions, cut them into strips, and place them in a basket/box. Individual students will select and read a question. The teacher will call on a volunteer to answer each question. If a student has that answer on his/her game card, he/she will cover it in a pre-determined manner. The first student to "bingo" wins the game. The teacher may want to offer a prize to the winner. NOTE: The teacher should be able to lead more than one Texas Bingo game in a class period.



Student Activity

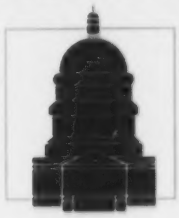
Texas Constitution



Topic	Article	Section
Conscientious objectors		
Mexican and Spanish land titles		
Products and services of handicapped		
Prairie View A&M University		
Bingo games allowed		
Student loans		
Women jurors		
Right to bear arms		
Forts acquired by the U. S.		
Governor's mansion		

Student Activity

Texas Bill of Rights



Match the section of Article I of the Texas Constitution with the right guaranteed in the Texas Bill of Rights.

Section	Right
_____ Section 3	**A.** Speech and Press
_____ Section 6	**B.** Trial by Jury
_____ Section 8	**C.** Speedy Trial
_____ Section 9	**D.** Quartering Soldiers
_____ Section 10	**E.** Keep and Bear Arms
_____ Section 11	**F.** Religion
_____ Section 15	**G.** Assembly and Petition
_____ Section 18	**H.** Bail
_____ Section 23	**I.** Unreasonable Seizures and Searches
_____ Section 25	**J.** Suspension of Laws
_____ Section 27	**K.** Imprisonment for Debt
_____ Section 30	**L.** Equal Rights
	M. Crime Victims

Student Activity

Articles of the Texas Constitution

Identify the topic discussed in each article of the Texas Constitution.

Article I _____

Article II _____

Article III _____

Article IV _____

Article V _____

Article VI _____

Article VII _____

Article VIII _____

Article IX _____

Article X _____

Article XI _____

Article XII _____

Article XIII _____

Article XIV _____

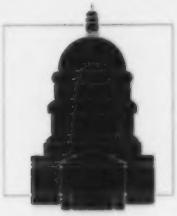
Article XV _____

Article XVI _____

Article XVII _____

Student Activity

State Officials



Using the Articles and Section(s) indicated, identify the qualifications which must be met to hold these elected state offices and indicate the term of office for each.

Texas Senator - Article III, Section 3, Section 6

Texas Representative - Article III, Section 4, Section 7

Governor - Article IV, Section 4

Justices of the Texas Supreme Court - Article V, Section 2

Judges of the Texas Court of Criminal Appeals - Article V, Section 4

Student Activity

Texas Voters

Using Article VI, Sections 1, 3, and 3a, determine the qualifications for Texas voters.

Age

Citizenship

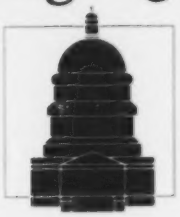
Residency

Registration

According to this Article, how may someone be disqualified from voting in Texas?

Student Activity

Texas Bingo Questions



The legislative branch _____ the laws.

The executive branch _____ the laws.

The judicial branch _____ the laws.

The top official of the executive branch is the _____.

The leader of the Texas House of Representatives is the _____.

The leader of the Texas Senate is the _____.

The highest court in Texas for a criminal case is the _____.

The highest court in Texas for a civil case is the _____.

The capital city of Texas is _____.

The current governor of Texas is _____.

The State _____ meets every two years.

The term of each State Representative is _____ years.

The term of each State _____ is four years.

The term of the Governor is _____ years.

A _____ Representative must be at least twenty-one years old.

A State Senator must be at least _____ years old.

The Governor must be at least _____ years old.

The Texas House is composed of _____ members.

The Texas Senate is composed of _____ members.

The Governor is the only person allowed to call a _____ session.

The Governor signs bills into _____.

The State Seal is kept by the _____.

The head of the legal department for the State of Texas is the _____.

The Texas Constitution contains _____ Articles.

The subject matter of Article I is _____.

Changes to the Texas Constitution are called _____.

The introductory statement to the Texas Constitution is the _____.

The chief financial officer for the State of Texas is the _____.

All amendments must be approved by the _____.

The voting age is _____.

The right to vote is called _____.

The right to trial by _____ is guaranteed in the Bill of Rights

The name of the building in which the State Legislature meets is the _____.

Each state has two Senators in the United States _____.

The senior Senator from the State of Texas is _____.

The junior Senator from the State of Texas is _____.

The Lieutenant Governor of Texas is _____.

The majority party in Texas is the _____.

The minority party in Texas is the _____.

Texas has thirty United States _____ in Congress.

The first black woman elected to the Texas Senate was _____.

When one asks a higher court to review the decision in a case, it is called an _____.

When the Governor rejects a bill given to him to sign, it is called _____.

A veto may be overridden by a _____ vote of each house of the State Legislature.

In order to vote, one must _____.

State judges are _____ to their positions.

The right to bear _____ is reflected by the concealed weapons law.

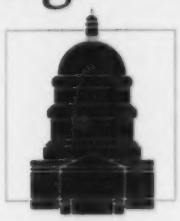
Leading war against Texas would be considered _____.

A quorum of the Texas House of Representatives is _____.

A quorum of the Texas Senate is _____.

Student Activity

Texas Bingo Word List



MAKES

ENFORCES

INTERPRETS

GOVERNOR

SPEAKER

LIEUTENANT GOVERNOR

TEXAS COURT OF CRIMINAL APPEALS

TEXAS SUPREME COURT

AUSTIN

GEORGE W. BUSH

LEGISLATURE

TWO

SENATOR

FOUR

STATE

TWENTY-SIX

THIRTY

150

THIRTY-ONE

SPECIAL

LAW

SECRETARY OF STATE

ATTORNEY GENERAL

SEVENTEEN

BILL OF RIGHTS

AMENDMENTS

PREAMBLE

COMPTROLLER

VOTERS

EIGHTEEN

SUFFRAGE

JURY

CAPITOL

CONGRESS

PHIL GRAMM

KAY BAILEY HUTCHISON

BOB BULLOCK

REPUBLICANS

DEMOCRATS

REPRESENTATIVES

BARBARA JORDAN

APPEAL

VETO

TWO-THIRDS

REGISTER

ELECTED

ARMS

TREASON

ONE HUNDRED

TWENTY-ONE

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Texas Bingo

T	E	X	A	S

T	E	X	A	S
66				

Lesson: *Texas Declaration of Independence*

Texas Almanac Reference	Pages
"Texas Declaration of Independence"	*381-383*

Instructional Suggestions

Students will use a copy of the Texas Declaration of Independence and a copy of the United States Declaration of Independence to complete these activities.

1. Students will compare the Texas Declaration of Independence and the United States Declaration of Independence by

   a identifying specific phrases used in both documents (Example: "Lives, liberty and property" - Texas; "Life, liberty, and pursuit of happiness" - United States),
   b. identifying who is being accused,
   c. identifying the rights addressed in both documents (Example: "trial by jury," "right of representation"), and
   d. identifying specific complaints in the Texas document, but not in the United States document (Example: religion).

2. Students will identify references in the Texas Declaration of Independence by answering these questions.

   a. The third paragraph refers to which constitution?
   b. The fourth paragraph refers to what convention?
   c. The fifth paragraph refers to what citizen?
   d. The tenth paragraph refers to what conflict?
   e. The thirteenth paragraph refers to what battle?

3. Students will work in groups. Each group will define a selected number of these terms from the Texas Declaration of Independence.

inestimable and inalienable rights	oppression
sovereign states	military despotism
minions	tyrant
remonstrances	mercenaries
malfeasance and abdication	anarchy
enjoins	posterity
grievances	acquiese
incarcerated	zealous endeavor
procure	axiom
palladium of civil liberty	arbitrary
desperadoes	emissaries
dictates of our own conscience	melancholy conclusion
forbearance ceases to be a virtue	plenary powers
rectitude of our intentions	

Students will locate the words or phrases in the Texas Declaration of Independence and then rewrite the sentence/phrase using contemporary terminology.

Teacher's Lesson Planner

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Teacher's Lesson Planner

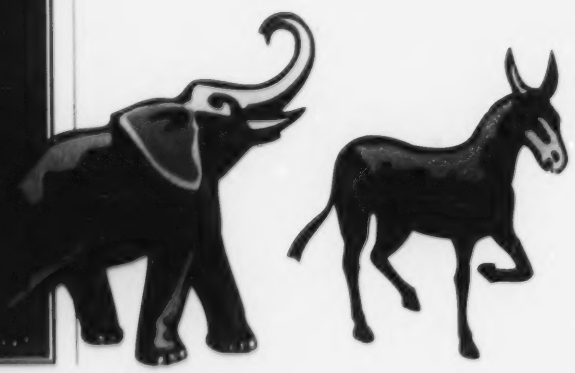
Lesson: *Elections in Texas*

Texas Almanac Reference	**Pages**
"Republicans Continue to Show Strength in Texas"	*384-386*
"1996 General Election Results by County"	*388-392*

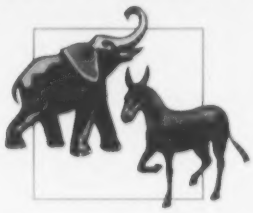
Instructional Suggestions

1. Students will complete the Elections Word Puzzle, using pages 384-386.

2. Using pages 388-392, students will select their county and four other counties to create a line graph reflecting the votes cast for either the election of the President or U. S. Senator.



Elections Word Puzzle



E
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S

1. This party now holds a majority in the Texas Senate.
2. This Republican presidential candidate carried Texas in 1996.
3. The Lt. Gov. is the presiding officer of this lawmaking body.
4. She is a U.S. Senator from Texas.
5. This party now holds a majority in the Texas House of Representatives.
6. He is the President of the United States.
7. This Hispanic was a candidate for the Texas Senate.
8. She is the first Republican woman from Texas elected to the U.S. House of Representatives.
9. He is the Governor of Texas.

Teacher's Lesson Planner

Lesson: *State Government*

Texas Almanac Reference	Pages
"Texas Legislature"	*401-403*
"Federal and State Courts"	*404-405*
"State Judiciary"	*405-411*
"State Agencies"	*411-415*
"Texas State Boards and Commissions"	*416-427*
"State Government Income and Expenditures"	*428-429*
"Texas' Chief Governmental Officials"	*430-435*

Instructional Suggestions

1. Students will write a persuasive letter to a member of the state executive or legislative branch on one of these topics -

   a. removing physical education from the curriculum,
   b. eliminating the fine arts program,
   c. altering the dress code,
   d. requiring community service, and
   e. increasing requirements for graduation.

   Students should use pages 401-403 as reference for the officials.

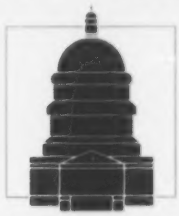
2. Students will use a Texas county map and pages 404-405 to locate the four federal judicial districts. They will locate and label the seven divisions within each district. Students will create a color-coded key to distinguish among the four districts.
3. Teachers should invite a member of the local judiciary to speak to their classes on the duties and responsibilities of their position.
4. In cooperative groups or with a learning partner and using pages 411-415, students will create a visual advertisement for an agency.
5. Using pages 416-427, students will select a board or commission that piques their interest. They will write a letter of inquiry to that board or commission asking for this information - purpose of the board or commission, appointment process, qualifications for appointees, benefits of appointees, and recent activities of the board or commission.
6. Students will use the chart, "State Revenues by Source and Expenditures by Function," page 428, to compute these problems.

   a. Was there an increase or decrease in tax collections from 1992 to 1996? What was the percentage of either the increase or decrease?
   b. Was there an increase or decrease in the net lottery proceeds from 1993 to 1995? What was the percentage of either the increase or decrease?
   c. Was there an increase or decrease in the education expenditures from 1995 to 1996? What was the percentage of either the increase or decrease?
   d. Was there an increase or decrease in the health and human services from 1994 to 1996? What was the percentage of either the increase or decrease?
   e. Was there an increase or decrease in the public safety and corrections from 1992 to 1996? What was the percentage of either the increase or decrease?
   f. Was there an increase or decrease in the lottery winnings paid from 1994 to 1996? What was the percentage of either the increase or decrease?

7. Students will read pages 430-435 to complete this sequencing activity.
   a. Write the year in which each of these events occurred in the appropriate column.
   b. Write "1" in the appropriate column for the first event that occurrred and continue until all events are sequenced.

Student Activity

State Government



Year	Order	
____	____	Ann Richards took office as Treasurer of Texas.
____	____	This was the last year that Victor Blanco served as governor under Mexican rule.
____	____	Sam Rayburn was the 32nd Texas Speaker of the House.
____	____	Miriam A. Ferguson took office as the first woman governor of Texas.
____	____	Domingo Terán de los Rios was the Spanish Royal Governor of Texas.
____	____	Kay Bailey Hutchison took office as a U.S. Senator from Texas.
____	____	William P. Hobby, Jr. took office as the Lt. Governor of Texas.
____	____	Anson Jones left office as the last President of the Republic of Texas.
____	____	Laura Welch Bush became the first lady of Texas.
____	____	Hardin R. Runnels left office as the Governor of Texas.
____	____	Dan Morales took office as the Texas Attorney General.

Lesson: *Local Governments*

Texas Almanac Reference	Pages
"Local Governments"	*436-458*

Instructional Suggestion

Students will interview a city or county official. Questions might include educational background, qualifications for the office, selection process (appointment or election), term of office, job responsiblities, and job benefits. Students will present this information to the class from a "first person" perspective.

Lesson: *Federal Government*

Texas Almanac Reference	Pages
"Texans in Congress"	*459-461*
"1995 Medal of Freedom Honors Texas Activist"	*460*
Major Military Installations"	*462-463*
"Federal Funds to Texas by County, 1996"	*464-465*
"U. S. Tax Collections in Texas"	*465*

Instructional Suggestions

1. Students will, using pages 459-461, determine the name of their U.S. Representative or U.S. Senator and select a committee on which that person serves. They will write a letter or call the local office and inquire as to the responsibilites of that committee and the role of their Representative/Senator.

2. Using page 460, students will write a speech for the president awarding the 1995 Medal of Freedom to William C. "Willie" Velásquez. The speech should include a biographical sketch, educational background, and Velásquez's achievements/accomplishments.

3. Students will, using a Texas outline map and pages 462-463, plot the location of each of the major military installations.

4. Using pages 464-465 and a blank grid, students will create a bar graph reflecting the five counties which were paid the greatest amount of federal funds in 1996.

5. Students will, using page 465, compute the percentage of increase from fiscal year 1981 to 1996 for each category on the table. Numbers on the table should be rounded to the nearest billion.

Lesson: *Culture and the Arts in Texas*

Texas Almanac Reference	Pages
"Fine Arts Organizations Across State"	*466-467*
"Film and Multimedia Work in Texas"	*481*
"Indians of West Texas 19th Century"	*842-484*
"Highland Games Celebrate Scottish Heritage in Texas"	*485*

Instructional Suggestions

1. Students will write to the arts institution in their area of the state and ask for information on future cultural events. As a class project, a calendar of activities will be created from this information. The class will choose one event to attend. Inquiries will also be made for possible volunteer work to be done for the cultural organization. Students should use pages 466-467 to complete this assignment.

2. Students have learned that a movie or television production will be filmed in Texas. In four cooperative groups and using page 481, students will develop a plan to present to the fifth cooperative group, the production company, convincing them to use their community for their project. Each of the four groups should address these topics - location scouts, casting crew, caterers, production company, accommodations, and technicians - in creating their plan. The fifth group, the production company, should create their own plan which includes the specific criteria they will use as each group presents. They will use this to determine which of the four groups wins the "contract."

3. Using pages 482-484, students will draw a large Indian drum. On the drum, the students will create an invitation to a powwow. The invitation should include creative depictions of the location, date, time, and what will be celebrated.

4. Students will organize a Scottish heritage festival, using page 485. The festival should include athletic competitions, music, drumming, dance, food, dress, arts, religion, and language.

Lesson: *Science and Health in Texas*

Texas Almanac Reference	Pages
"International Prizes Recognize Texas Scientists"	*490*
"Death, Birth Rates Continue Trends in Public Health Statistics"	*492-496*
"State Institutions for MHMR Services"	*496-497*

Instructional Suggestions

1. Students will list the two Texas Nobel laureates in chemistry and the area of their discoveries. Students will research the origins and significance of the Nobel prize.

2. Students will use a blank grid and the chart, "Health Care and Deaths in Texas Counties," pages 492-496, to construct a bar graph showing the leading causes of death in 1995 in their county.

3. Students will locate the Texas Department of Mental Health and Mental Retardation facility closest to them and write to the central office (address, pages 496-497) for more information about the services available to these populations.

Teacher's Lesson Planner

Lesson: *Religion in Texas*

Texas Almanac Reference	Pages
"State has Religious Diversity"	*486-487*
"Religious Population of Texas by County, 1990"	*488-489*

Instructional Suggestions

1. Students will, in cooperative groups and using pages 486 and 488-489, answer these questions on religion in Texas.

   a. Describe the role of religion in the early life of Texas.

   b. When Texas was a Mexican state, what was the state religion and how did Protestants practice their religion?

   c. Compare the number of "members" in churches to the number of "adherents." What generalization can you make from the data?

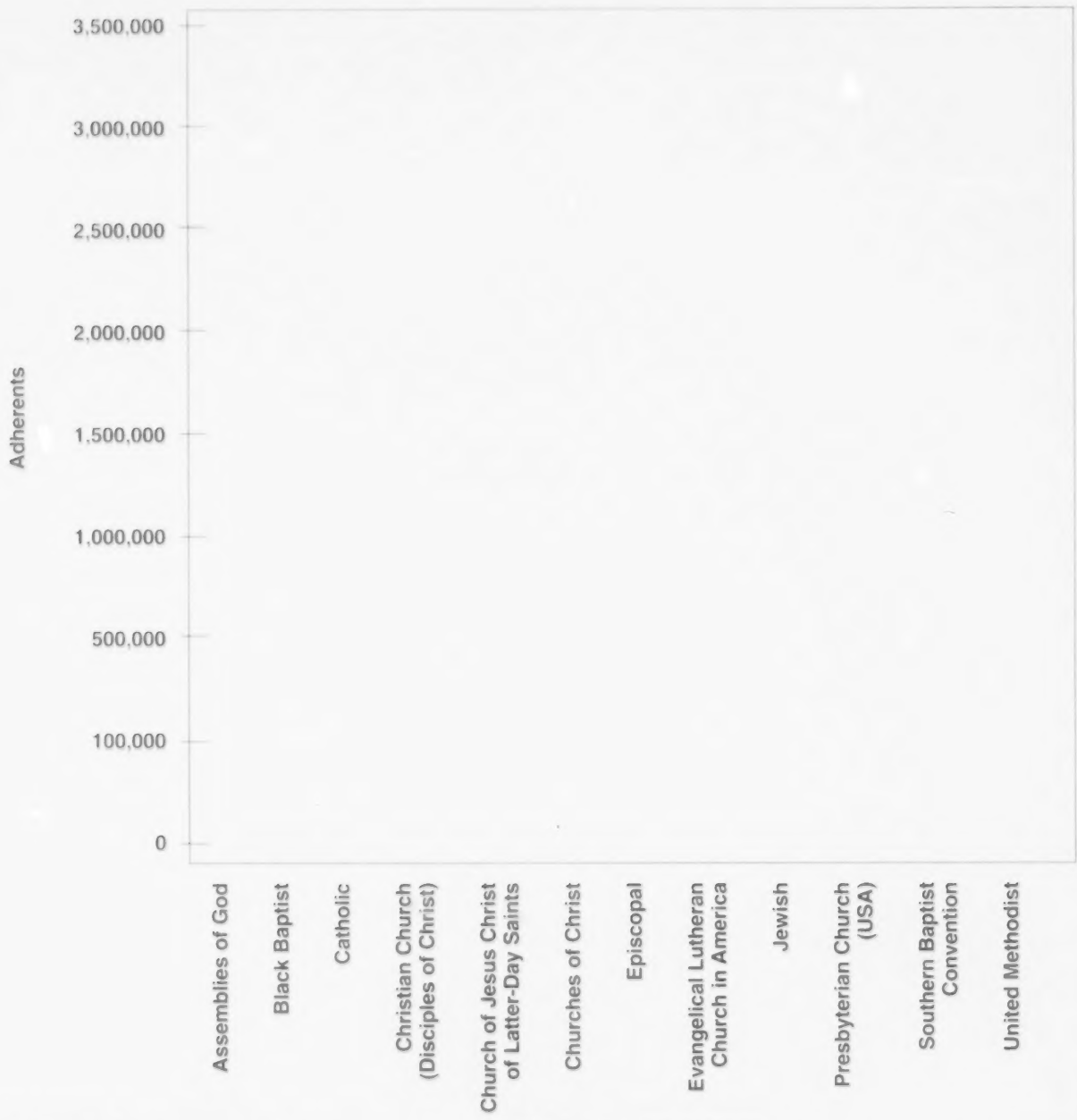
   d. Evaluate the relationship between the number of members in a religion and its location in the state. Why is location an important factor in South Texas?

2. Students will use the charts on pages 486-487 to complete Religious Groups in Texas; they will construct a line graph depicting the number of adherents in religious groups.

3. Using the chart on pages 488-489, students will complete Religious Population of Texas by County, 1990, by color coding a county map of Texas with the largest religious group in each county. The key should include Church of Christ, Independent Charismatic, Methodist, Roman Catholic, Southern Baptist, and Lutheran.

4. Students will write an essay in which they discuss the religious diversity in Texas; they should include the effects of this diversity on the day-to-day lives of Texans.

Religious Groups in Texas



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Teacher's Lesson Planner

Lesson: *Education in Texas*

Texas Almanac Reference	Pages
"Texas Blue Ribbon Schools"	*498-500*
"Private Schools on the Border 100 Years Ago"	*500*
"Public Schools"	*501-502*
"School District Profile by County, 1995-96"	*503-522*
"Texas Higher Education"	*523*
"Brief History of Higher Education in Texas"	*524*
"The Beginnings of The University of Texas and Texas A & M University"	*524-525*

Instructional Suggestions

1. Students will be divided into five cooperative groups to create questions for a Texas Academic Decathlon. The events will be geographic regions, water resources, cities and counties, history, Native Americans, wildlife, weather, recreation and sports, state governments, and symbols. Each group will be assigned two of the events to research and develop five questions per event, using the appropriate sections of the Texas Almanac. The teacher will then pool the questions and conduct the Academic Decathlon.

2. Students will write a persuasive letter to the U.S. Department of Education, nominating their school for the Blue Ribbon Schools Award.

3. Students will, in cooperative groups and using page 500, discuss and create a step-by-step plan for how their school can celebrate racial and ethnic diversity represented in their student body. Each group will report to the class.

4. Students will read pages 501-502 and complete the chronology and timeline activities.
   a. Determine the year in which each of these events occurred.
   b. Write the year of each event in the blank.
   c. Draw a timeline and place each event on it.

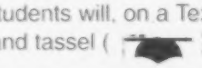
_____ The Texas public school system was established.
_____ The Texas Congress designated land to support public schools and a state university.
_____ President Lamar advocated setting aside public land for public schools.
_____ The Legislature adopted no-pass, no-play.
_____ For the first time free textbooks were provided.
_____ The State Legislature was to designate at least 10% of its tax money for schools.
_____ The state fund apportionment was 62 cents per student.
_____ Public schools were reorganized by the Gilmer-Aikin Laws.

5. Students will read pages 501-502 and answer these questions.

   a. What was the purpose of the Public School Reform Act of 1995?
   b. Identify the three types of school districts.
   c. The Public School Reform Act of 1995 changed the six-week suspension from extracurricular activities to three weeks. In your opinion, will this encourage academic achievement among students involved in extracurricular activities? Defend your position.

6. Students will use the chart, "School District Profiles by County, 1995-96," pages 503-522, to construct a pie graph reflecting the ethnic population of their school district. If their district is urban, they should also construct a pie graph of a rural district for comparison purposes. If their district is rural, they should also construct a pie graph of an urban district for comparison purposes.

7. Students should write an essay expressing their opinion of the decision in Hopwood v. Texas. Using page 523, they should first construct a "T" chart to enumerate the pros and cons of their decision. This should be used as they write their essay for supporting their position and comparing and contrasting.

8. Using page 524, students will, on a Texas outline map, plot each of the primarily black colleges by drawing a mortar and tassel () on the correct location.

9. Students will complete the chart, The Beginnings of The University of Texas and Texas A & M University, using pages 524-525.

The Beginnings of The University of Texas and Texas A & MUniversity

1839 _____

1858 _____

1862 _____

1871 _____

1875 _____

1876 _____

1882 _____

1883 _____

1923 _____

Teacher's Lesson Planner

Lesson: *The Dallas Morning News*

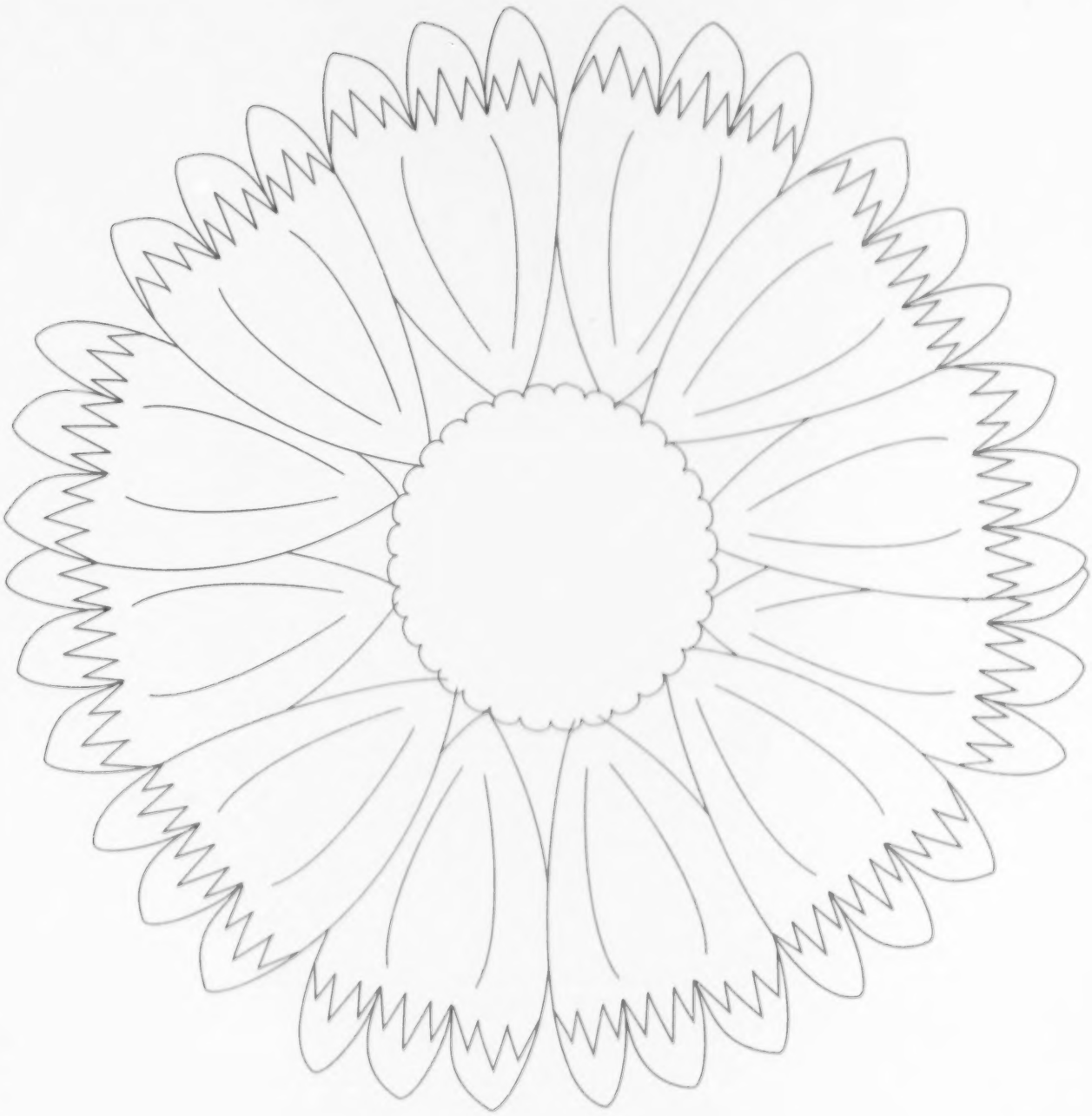
Texas Almanac Reference	Page
"Belo Growing with Texas"	*530-534*

Instructional Suggestions

1. Students will complete the chart, History of The Dallas Morning News, using the information from page 530.
2. Using eighteen outlines of the Texas Almanac Wildflower, students will place important facts about each director on his or her own wildflower.
3. In cooperative groups, students will complete an oral history project researching the history of the newspaper in their area of the state.

Student Activity

Texas Almanac Wildfower



Student Activity

History of The Dallas Morning News

Date	Significance of Date
1842	
1857	
1865	
1874	
1885	
1906	
1922	
1950	
1995	
1997	

Lesson: *Media in Texas*

Texas Almanac Reference	Pages
"Texas Newspapers, Radio and Television Stations"	*534-540*

Instructional Suggestion

Students will use pages 534-540 to select four radio stations - one from the northern, southern, eastern, and western sections of Texas. They will design a bumper sticker for each station they have selected. Information to be considered should include the culture, geography, and population of each particular section.

Teacher's Lesson Planner

Lesson: *Economy of Texas*

Texas Almanac Reference	Pages
"The Texas Economy: Still Building"	*541-545*
"Texas and NAFTA"	*545-547*
"Industries, Banking, and Trade in Texas"	*548-558*
"Foreign Consulates in Texas"	*559-560*

Instructional Suggestion

1. Students will be divided into eight groups; each group will select an industry from pages 541-543. Each group will prepare a presentation to the class by answering these questions and creating a visual depiction of its industry.
   a. Describe what the industry does.
   b. Tell the impact of the industry on the economy.
   c. Discuss the growth or decline of the industry.
   d. Explain the factors that may have contributed to the growth or decline of the industry.

2. On a county map of Texas, students will color each county in each of the six metropolitan areas of the state (pages 543-545). Students should use a different color for each metro area, label each one, and include a key to interpret their data.

3. Using pages 543-545, students will complete the chart, Texas Metropolitan Economy.

4. Students will, in cooperative groups, predict the area of Texas that will become the next metropolitan center. Factors they should consider are present and future needs such as business climate (e.g., employment opportunities, land available for development), social (e.g., recreation, cultural diversity), and education (e.g., quality of schools). Students will present their choice and its supporting data to the class.

5. Using pages 545-547, students will complete the North American Word Puzzle.

6. In cooperative groups, students will research each of the four geographic areas - North, South, East, and West - to determine where they want to start a new business (pages 140-141, 142-292, 293-296, and 548-558). Each group will assess the natural, human, and financial resources that would contribute to the development of its industry. Each group will select the type of industry they want to develop in one of the four geographic regions. They will write a proposal to a bank requesting a loan. Their proposal should include these elements.
   a. Kind/type of industry
   b. Natural resources available
   c. Human resources available
      - Civilian labor force
      - Percentage of unemployed
      - Annual wages
      - Average weekly wage
   d. Financial resources
      - Property value
      - Retail sales

   The proposal should include visual aids. Each group will present to the class and the class will vote to determine which group's loan proposal is approved.

7. Students will write a letter requesting information from one of the foreign consulates on pages 559-560.

Student Activity

Texas Metropolitan Economy

Metro Areas	Examples of Increases in Jobs	Examples of Decreases in Jobs	Largest Employment Sector
Austin-San Marcos	1. 2 3.		
Dallas	1. 2. 3. 4.	1. 2. 3. 4.	
El Paso	1. 2. 3. 4.	1. 2. 3. 4.	
Fort Worth-Arlington	1. 2. 3. 4.	1. 2. 3.	
Houston	1. 2. 3. 4.	1. 2. 3.	
San Antonio	1. 2. 3.		

Student Activity

North American Word Puzzle

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1. One of the countries involved in NAFTA is ___.
2. NAFTA proponents argued that removing the trade barriers would raise ___ in all three countries.
3. The Mexican market takes more than one-___ of Texas' exports.
4. The Federal Reserve Bank of Dallas has concluded that NAFTA has a ___ effect on Texas's exports to Mexico.
5. ___ is the leading candidate to become NAFTA's fourth member.
6. ___ is the state that most economists believe will receive the greatest benefit from NAFTA.
7. Another country involved in NAFTA is ___.
8. The ___ crises in Mexico led to a trade deficit in the United States.
9. The factories along the Texas-Mexican border are called ___.
10. The third country involved.in NAFTA is ___.
11. A major problem with NAFTA involves opening U.S. markets to Mexican ___.
12. The ___ was created to clean up the environmental problems along the border.
13. NAFTA opponents argued that opening the border would only worsen ___ and illegal activities.

84

Lesson: *Oil in Texas*

Texas Almanac Reference	Pages
"Oil and Gas Exploration in Texas"	*561-566*

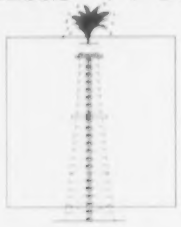
Instructional Suggestions

1. Using pages 561-562, students will complete the Oil in Texas Wordsearch. Students should fill in the blanks first and then use these terms to complete the wordsearch.

2. Students will generate a map in which they identify the top ten counties in total oil production since its discovery (pages 563-564) by drawing an oil derrick ( ) in the correct location.

Student Activity

Oil in Texas Wordsearch



1. _____ is known as "brown coal."
2. Oil and natural gas are the most valuable _____ produced in Texas.
3. The _____ _____ is a large oil-producing area of West Texas.
4. Commercial mining of coal began in _____ in 1881.
5. _____ has been found from Karnes County to Webb County.
6. Survivors of the DeSoto expedition found crude oil at _____ _____.
7. _____ is the site of Texas' first producing oil well.
8. Texas' first commercial oil field was in _____ County.
9. A major oil discovery was made at _____ in 1894.
10. _____ is the site of the Beaumont gusher in 1901.
11. Oil was discovered in the _____ _____ in Wichita County in 1911.
12. Eastland County oil can be found in the _____ _____.
13. The _____ _____ in Wichita County was discovered in 1919.
14. In 1920, oil was discovered in _____ _____ in the Mexia Field.
15. Oil was discovered in the Texas _____ in 1921.
16. Overproduction in the East Texas Field brought a fall in the _____ of oil.
17. Private attempts were made to _____ production in the East Texas Field.
18. The West Texas Field was discovered in 1948 in _____ _____.

F E S W Z M P J R L I C I J W R T T A S
P N T S L T K A N A C I S R O C Z V S D
W T I X S I L B U R X A Q R R Y A P E D
W G U S G L G T G E Q Q V L Z L P L L M
H O L V A J A N T D C Q E I M J U E E G
U N E S D B F R I O M P J M G N I D C D
F U O P A F N F E T Z M E E G F I F T R
M C M E J B G A R N E Y P S T Y Y B R P
T A L R T G I S I X I N A T E U M Q A A
Y B P P C A X N R M A M E O Y E E C F N
T W H X O A R V E C R N P N B A L O I H
N T K U K T Q O O P R E Y E Q C R R E A
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O Y A X F C D L B P E S S O S U S H D D
C N K X T O R K D C Q R S U P P E H Y L
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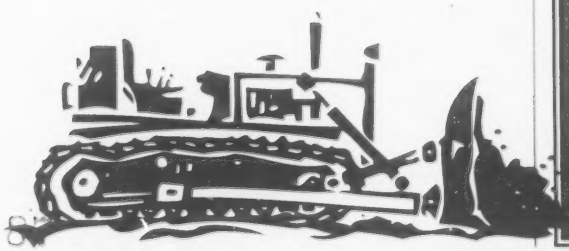
S M U I N A R U N K Q S O Z M D X B B D
Z F S M G G Z M N W C R Y M O W F W D W

Lesson: *Minerals in Texas*

Texas Almanac Reference	**Pages**
"Nonpetroleum Minerals"	*567-572*

Instructional Suggestions

1. Students will read pages 567-572 and complete the chart, Texas Minerals.
2. Students will create symbols for the minerals on the chart, draw them on the correct locations on a Texas county map, and include a key to interpret the data.



Texas Minerals

Mineral	Location in Texas	Uses
Asphalt	1. 2. 3. 4. 5.	1.
Clays - Ceramic	1. 2.	1. 2. 3.
- Nonceramic	1. 2. 3.	1. 2. 3.
Coals - Bituminous	1. 2. 3. 4.	1.
- Cannel	1.	1.
Graphite	1. 2.	1. 2. 3. 4. 5. 6.
Gypsum	1. 2. 3. 4.	1. 2. 3. 4. 5.

Helium	1. 2. 3.	1. 2. 3. 4. 5.
Iron	1. 2. 3.	1. 2. 3.
Lignite	1. 2. 3.	1.
Marble	1. 2.	1. 2. 3.
Peat	1. 2. 3. 4. 5. 6.	1.
Pumicite	1. 2. 3.	1. 2. 3. 4.
Sandstone	1. 2. 3. 4. 5. 6. 7. 8. 9.	1. 2. 3.
Sulfur	1. 2. 3.	1. 2.

Teacher's Lesson Planner

Lesson: *Insurance in Texas*

Texas Almanac Reference	**Pages**
"Insurance in Texas"	*572*

Instructional Suggestion

Students will answer these questions using page 572.

1. How many out-of-state companies are licensed to handle insurance in Texas?
2. How many Texas firms are licensed to handle insurance in Texas?
3. Why does Dallas rank among the nation's major insurance centers?
4. What law enacted in 1907 encouraged the establishment of many Texas insurance firms?
5. Why did many out-of-state insurance companies withdraw from Texas?
6. Why was a State Board of Insurance established in 1957?
7. Who serves as the chief administrator of the State Board of Insurance?

Lesson: *Public Utilities in Texas*

Texas Almanac Reference — **Pages**

"Public Utilities: Telecommunications Lead Growth" — *573-575*

Instructional Suggestions

1. Students will use pages 573-575 to complete the Public Utilities Word Puzzle.
2. Using the chart on page 574 and a blank grid, students will choose ten Texas cities and construct a bar graph which reflects the number of telephones in 1994 and 1997 for each city.

Student Activity

Public Utilities Word Puzzle

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1. Dallas and Plano are home to so many paging operations that North Texas has been dubbed the "_____ _____."
2. Small phones using either analog or digital systems are called _____.
3. AT&T's former local phone divisions are known as _____ _____.
4. The Texas _____ Commission regulates gas utilities.
5. Texas has 123,525 miles of natural-gas _____.
6. One of Texas' fastest-growing industries is _____.
7. _____ Lighting and Power is one of the largest electric utilities in Texas.
8. _____ announced in 1997 that they would move their headquarters from Stamford, Connecticut, to Las Colinas.
9. Digital _____ Service has become the fastest-growing consumer product in history.
10. Equipment makers are concentrated in Richardson's _____ Corridor.
11. Switching a person's long-distance provider without his or her permission is known as _____.
12. _____ provide electric service primarily in rural areas.
13. Residents of larger cities are forced to dival ten _____ to make local phone calls.
14. Improved _____ has increased change and competition.
15. _____ Bell is used by 3 out of 4 Texas telephone customers for local phone service.

Lesson: *Transportation in Texas*

Texas Almanac Reference	Pages
"Texas Transportation System"	*576-580*

Instructional Suggestions

1. Students will, using pages 576-579 and a blank grid, construct a bar graph which reflects the number of vehicles registered in 1996 in his/her county and nine other counties.

2. With a learning partner, students will create a new drivers' license for the state. Their design, on poster board, should be original, creative, and artistic as well as include the legal elements. Students will present their licenses to the class and a vote will be taken on the best design.

Lesson: *Railroads in Texas*

Texas Almanac Reference	Pages
"The 'Railroads' in the Railroad Commission"	*581-582*

Instructional Suggestions

1. Students will write an essay in which they compare and contrast the advantages and disadvantages of railroad travel.

2. Students will select either Amtrak's Sunset Limited or Texas Eagle and create a poster advertising the train and its route.

Lesson: *Aviation in Texas*

Texas Almanac Reference	Pages
"Aviation in Texas"	*583-584*

Instructional Suggestion

Using the tables on pages 583-584, students will answer these questions.

a. Which community had the greatest enplanements in 1995?
b. Which community had the fewest enplanements in 1995?
c. What percentage of the total enplanements is handled by Dallas-Fort Worth International?
d. Which two cities account for 81% of the total airport passenger service in the state?
e. Between which two years in the 1980s was there the greatest increase in total passengers?

Teacher's Lesson Planner

Lesson: *Crime in Texas*

Texas Almanac Reference — **Pages**

"Crime in Texas, 1996" — *585-589*

Instructional Suggestions

1. Using the chart, "Texas Crime History 1975-1996," page 585, students will answer these questions.

   a. What were the three sources used in compiling the information for this chart?
   b. In what year was car theft at its highest level?
   c. What is the proportional figure of the population used to determine the crime rate?
   d. In what year was robbery at its lowest level?
   e. Which crime had the highest decrease between 1988 and 1989?
   f. What was the population figure used to determine the 1996 crime rate? Who supplies this data?
   g. Which crime had the highest increase between 1985 and 1986?
   h. Which of these crimes - murder, aggravated assault, or larceny - had the largest increase in 1979?
   i. Which of these crimes - robbery, burglary, or car theft - had the largest decrease in 1994?

2. Students will write an essay explaining ways in which they can try to prevent crime.

Lesson: *Agriculture in Texas*

Texas Almanac Reference	**Pages**
"Agriculture in Texas"	*590-602*

Instructional Suggestion

1. Students will complete the Mystery Word Puzzle, using pages 590-602. They should read each statement; determine if it is true or false. If it is true, connect the numbers indicated by the "T". If it is false, connect the numbers indicated by the "F". If the answers are correct, students will easily recognize the mystery picture that emerges.

2. Using a blank grid, students will create a line or bar graph with the information from the chart, "Realized Gross Income and Net Income from Farming, Texas, 1960-1995," on page 592. Select any five years and round the Realized Gross Farm Income for each year chosen to the nearest million dollars.

3. Students will be assigned a principal Texas crop to research and report on to the entire class. In the report, students will bring examples of the actual crop and place them in their primary growing locations on a large Texas wall map.

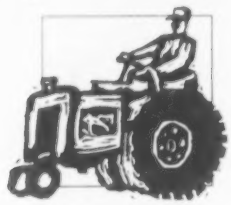
4. Students will answer these questions using the information from the chart, "Cash Receipts for Commodities, 1991-1995," on page 597.

   a. Which livestock and products decreased in cash receipts from 1991-1995?
   b. Between which two years did cattle and calves show the largest increase?
   c. Which crops decreased in cash receipts from 1991-1995?
   d. Which crop showed the largest increase in cash receipts between 1994 and 1995?
   e. Which fruit produced the largest cash receipts in 1995?
   f. What is the difference between the top-ranked fruit and the lowest-ranked fruit in 1995?
   g. What was the average (mean) cash receipts of corn, sorghum, wheat, cottonseed, and peanuts in 1995?
   h. How much more were the cash receipts for potatoes than for broccoli in 1995?
   i. How much less were the cash receipts for honeydew melons than for cantaloupes in 1995?
   j. How much did the cash receipts for onions increase between 1991 and 1995? What is the percentage of increase?

5. The class will visit a local farmers' market. As they converse with each grower, students will create a chart which includes the name of the product, where it is grown, its growing season, and its price. Students will compare the prices of grocery store products with farmers' market products.

Student Activity

Mystery Word Puzzle



1. A leading Texas industry is agribusiness.
   T - 116 to 117
   F - 114 to 125

2. Agribusiness added over $50 billion in 1996 to the Texas economy.
   T - 21 to 22
   F - 55 to 56

3. By the beginning of 1996, the estimated value of farm assets in Texas was approximately $80 billion.
   T - 101 to 105
   F - 9 to 12

4. The receipts from farm and ranch marketings increased from 1984 to 1996.
   T - 66 to 68
   F - 51 to 58

5. The demand for food and fiber is decreasing throughout the world.
   T - 59 to 61
   F - 12 to 17

6. The Texas A & M System is involved in developing the state's agricultural industry.
   T - 2 to 9
   F - 35 to 40

7. Texas lacks export and transportation facilities to increase the agricultural industry.
   T - 28 to 30
   F - 76 to 81

8. The number of Texas farms increased from 1940 to 1996.
   T - 58 to 63
   F - 22 to 29

9. Examples of mechanization in farming are tractors, mechanical harvesters, and cropping machines.
   T - 14 to 19
   F - 76 to 86

10. Farmers continue to be concerned with the availability of labor and high energy costs.
    T - 36 to 41
    F - 111 to 119

11. Since World War II, Texas farmers have become less productive.
    T - 1 to 8
    F - 116 to 124

12. Cotton is a major crop in the High Plains.
    T - 127 to 128
    F - 112 to 124

13. Net farm income totaled over $2 billion in 1995.
    T - 89 to 91
    F - 40 to 53

14. Texas agricultural exports in fiscal year 1996 were less than $1 billion.
    T - 133 to 135
    F - 112 to 113

15. The value of rice exports was greater than that of cotton in 1996.
    T - 28 to 35
    F - 47 to 48

16. Farmers irrigate more than 6.3 milion acres of land in Texas.
    T - 33 to 38
    F - 18 to 19

17. The greatest use of irrigation in Texas is in the Lower Rio Grande Valley.
    T - 49 to 52
    F - 108 to 109

18. According to the chart on page 590, the value of machinery and motor vehicles was less than the value of livestock and poultry in 1994.
    T - 105 to 108
    F - 113 to 124

19. According to the chart on page 591, Texas led all states in the production of cotton.
    T - 131 to 135
    F - 73 to 86

20. According to the chart, "Value of Cotton and Cottonseed," on page 593, the greatest number of bales was produced in 1994.
    T - 60 to 64
    F - 49 to 56

21. The majority of Texas' raw cotton is processed within the state.
    T - 26 to 39
    F - 12 to 14

22. In 1996, the amount of grain sorghum produced per acre decreased from the previous year.
    T - 80 to 81
    F - 38 to 44

23. Removing additional layers of bran produces white rice.
    T - 123 to 124
    F - 85 to 86

24. By-products of milled wheat are used to make bread.
    T - 11 to 17
    F - 13 to 18

25. Most of the oat grain produced in Texas is used for livestock feed.
    T - 128 to 136
    F - 77 to 87

Student Activity

26. More acres of alfalfa than hay were harvested in 1996.
T - 10 to 14
F - 47 to 54

27. Soy beans are planted in January and February.
T - 130 to 131
F - 5 to 6

28. Texas ranks below California in its amount of harvested acreage.
T - 127 to 134
F - 55 to 67

29. From 1995 to 1996, the total value of vegetable production increased by over $1 billion.
T - 43 to 54
F - 89 to 96

30. According to the chart on page 599, more acres are planted in broccoli than in bell peppers.
T - 113 to 114
F - 66 to 71

31. The value of Irish potatoes harvested in Texas increased from 1994 to 1996.
T - 20 to 26
F - 81 to 86

32. The value of cantaloupes in 1996 was greater than the value of cabbage.
T - 94 to 98
F - 85 to 93

33. Broccoli is grown mainly in South Texas.
T - 78 to 84
F - 16 to 17

34. Tomatoes can be grown in greenhouses in the winter.
T - 48 to 55
F - 77 to 88

35. Fewer acres of bell peppers were harvested in 1996 than in 1994.
T - 95 to 99
F - 67 to 72

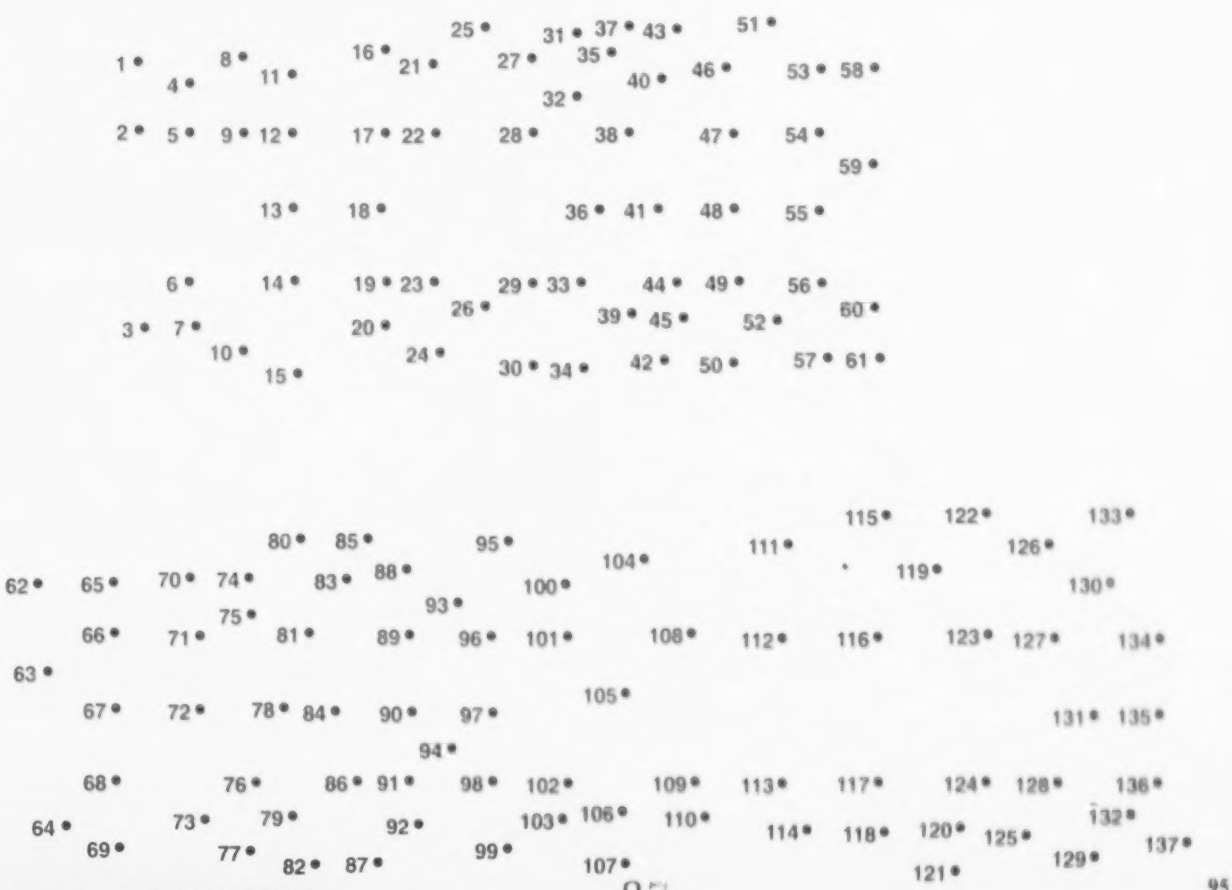
36. Spinach is grown mainly in the Panhandle.
T - 30 to 34
F - 90 to 97

37. Citrus is produced in the Lower Rio Grande Valley.
T - 96 to 97
F - 117 to 121

38. Plums are grown mainly in South Texas.
T - 124 to 128
F - 23 to 28

39. Blackberries have been produced in the Tyler-Lindale area since 1890.
T - 101 to 102
F - 72 to 75

40. Atacosca County is the leading area of commerical strawberry production.
T - 135 to 136
F - 116 to 124



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Teacher's Lesson Planner

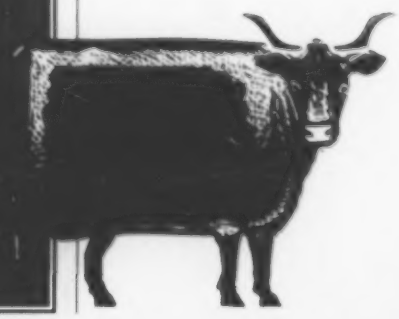
Lesson: *Livestock in Texas*

Texas Almanac Reference	Pages
"Livestock and Their Product"	*602-605*

Instructional Suggestions

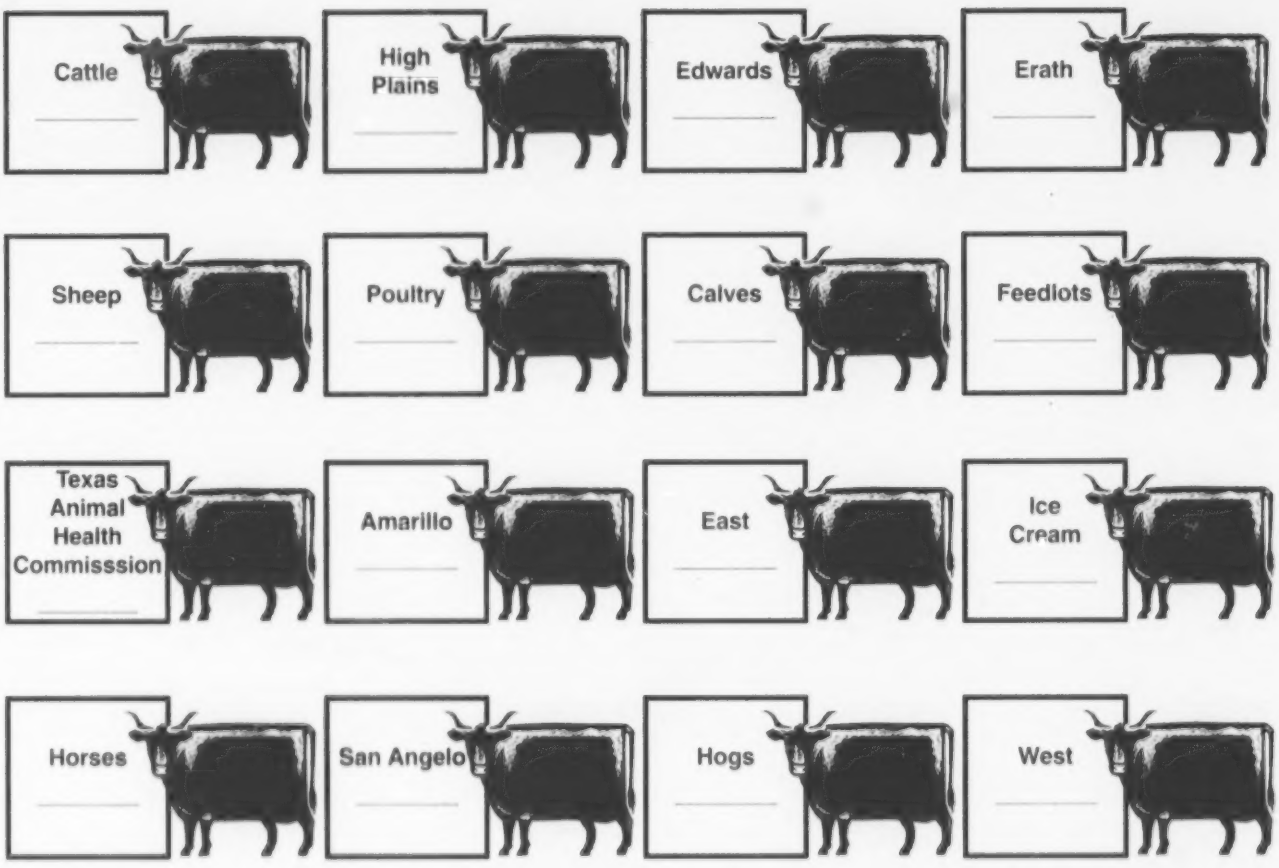
1. Students will be divided into groups - beef cattle, dairy cattle, swine, goats and mohair, sheep and wool, horses, and poultry and eggs. Students will write a paragraph about their group's livestock within the shape of the animal. Students may instead write five interesting facts about their group's livestock within the shape of the animal.

2. Using pages 602-605, students will complete the Magic Puzzle. Read each clue; locate the answer to each clue in the puzzle.Write the number of the clue in the correct puzzle picture. Students will be able to check their answers by adding the numbers in each column (vertically) and each row (horizontally); each total will be the same for each column and row.This is the magic number; write in the number. Two of the clues will not be used.



Student Activity

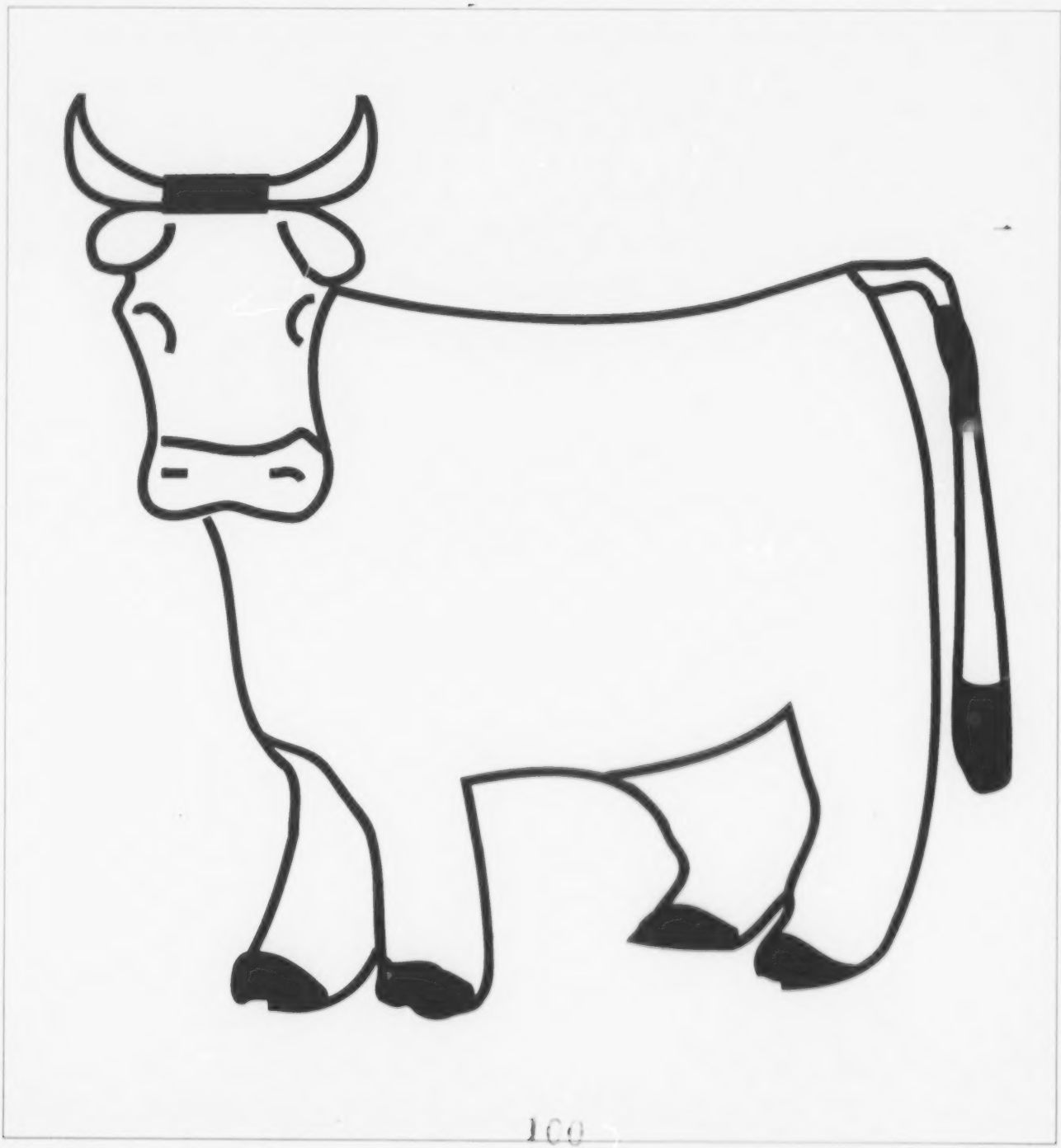
Magic Puzzle



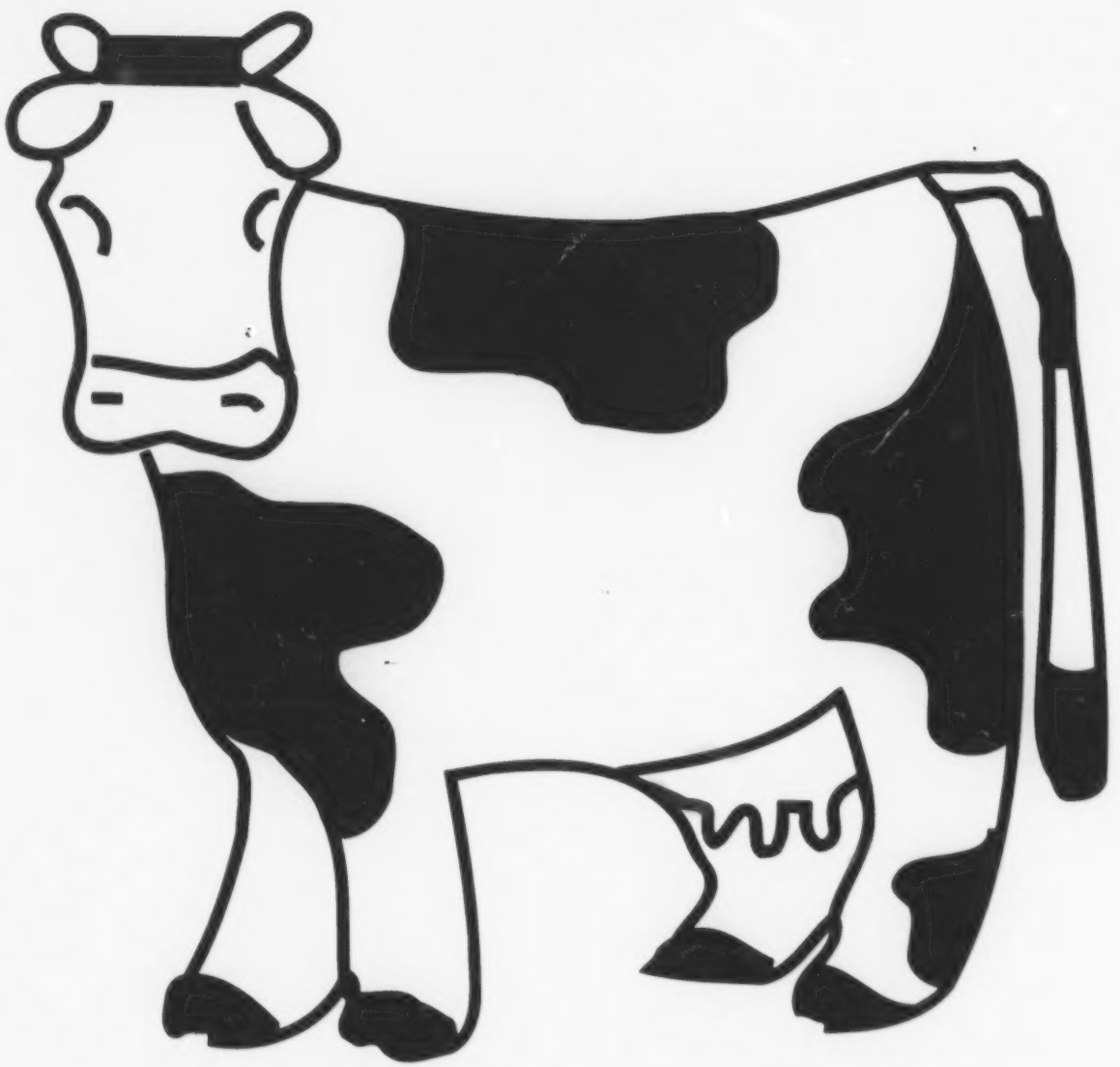
1. Production of ___ in Texas was highest in 1965.
2. Texas ranks number one among all states in the number of ___ raised.
3. ___ ___ production totaled 47,783,000 gallons in Texas in 1996.
4. ___ production was the highest in 1970.
5. ___ and eggs contribute about 6% of the average yearly cash receipts of Texas farmers.
6. The greatest increase in beef breeding has been in ___ Texas.
7. The greatest number of Texas feedlots is located in the ___ ___.
8. ___ were valued at $72 per head on January 1, 1997.
9. Most sheep in Texas are raised in ___ Texas.
10. ___ ___ is the largest sheep and wool market in the U.S.
11. ___ born in Texas totaled 5,250,000 in 1996.
12. ___ County is a leading producer of milk.
13. Livestock auctions are inspected by the ___ ___ ___.
14. Condensed and evaporated ___ are examples of dairy products.
15. Cattle are fattened in ___ before sale.
16. The largest number of ___ in Texas are near urban and suburban areas.
17. The American Quarter Horse Association is headquartered in ___.
18. ___ County is a leader in the production of mohair.

The Magic Number: _____

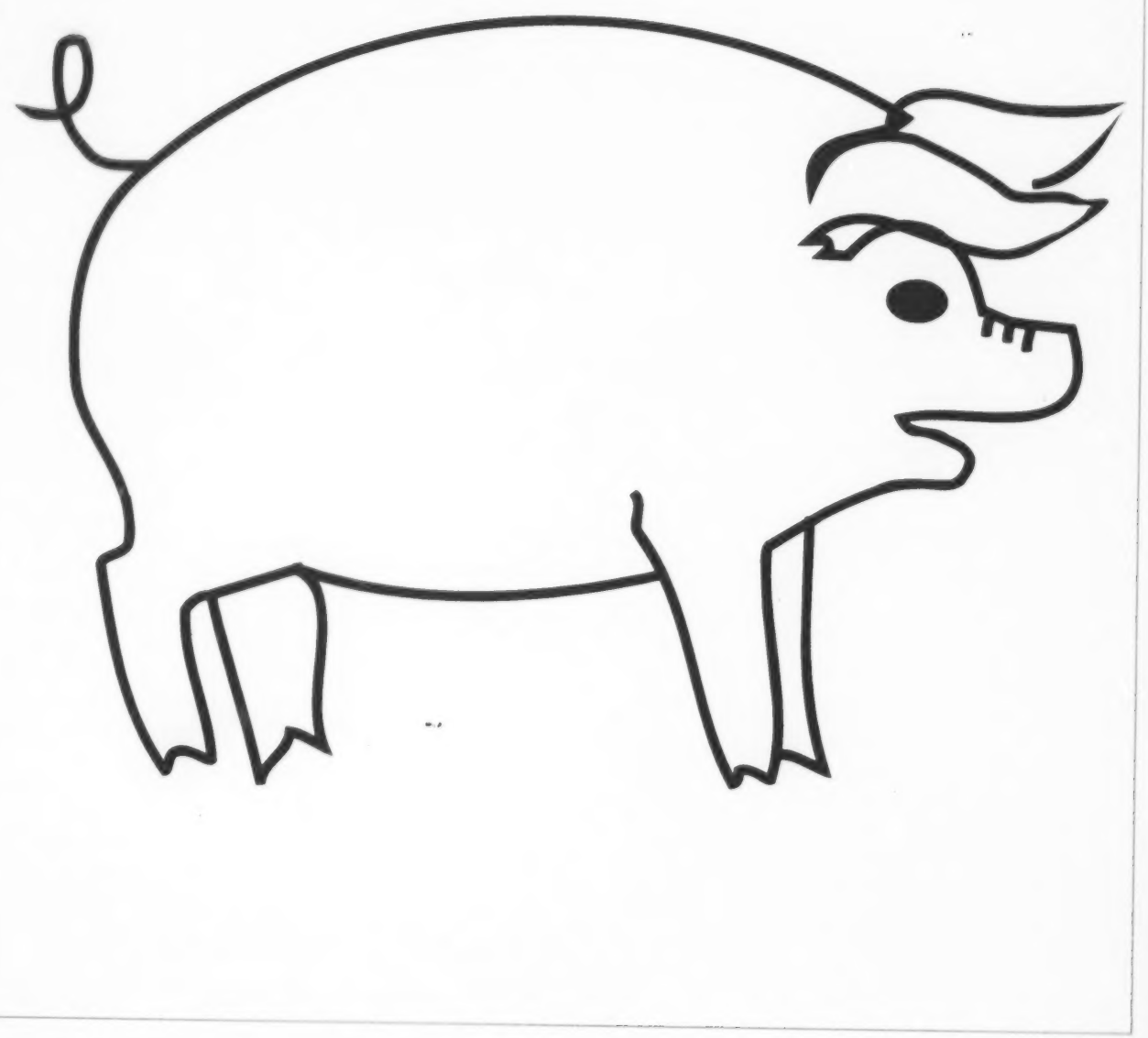
Beef Cattle



Dairy Cattle



Swine

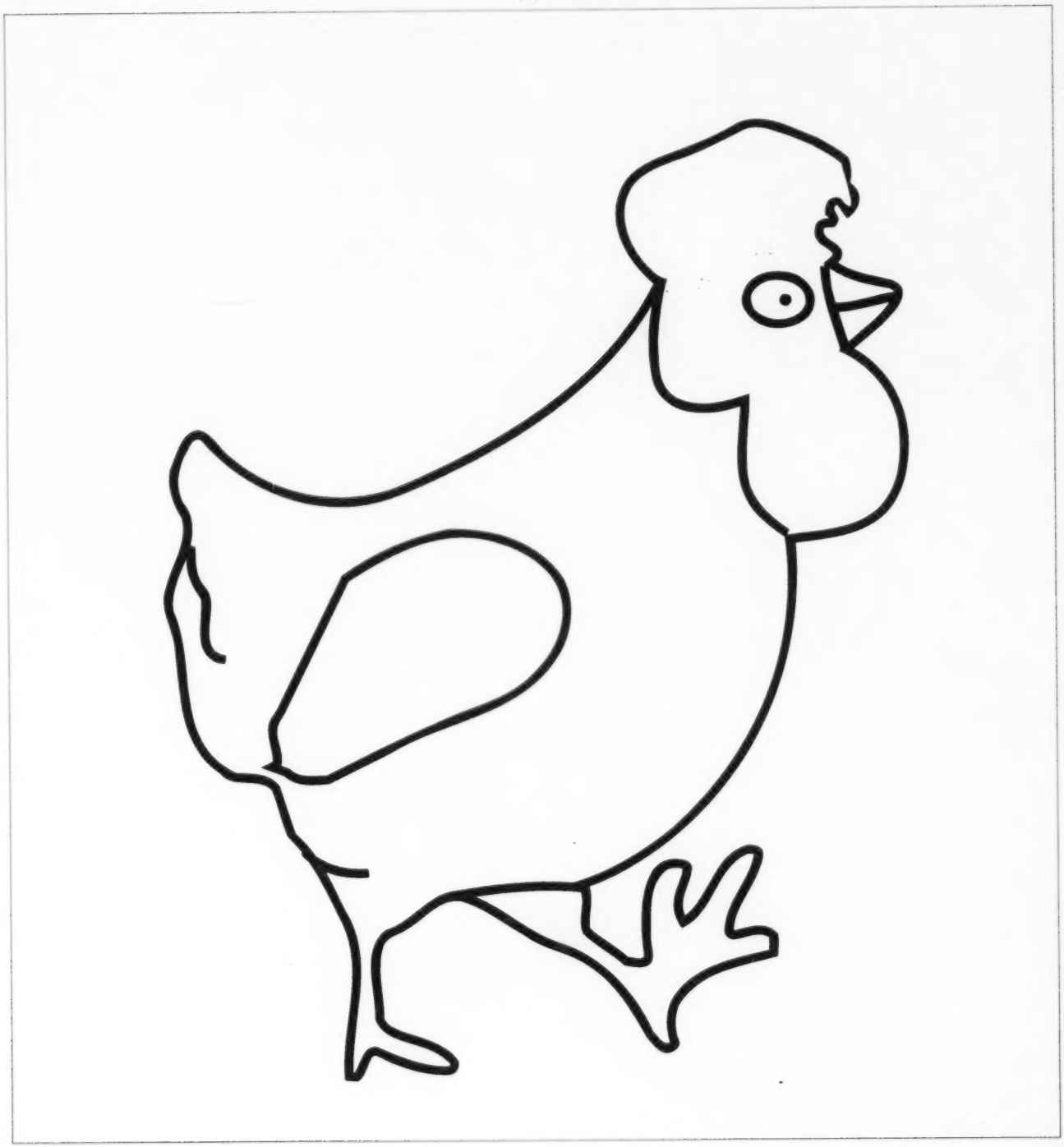


Goats and Mohair

Sheep and Wool

Horse

Poultry and Eggs



Lesson: *Statewide Civic Organizations*

Texas Almanac Reference	Pages
"Statewide Civic Organizations"	*606-608*

Instructional Suggestion

Students will use these categories - career, social, hobby, and agriculture - to match five organizations with each category. They will then select one that particularly interests them and write a letter asking for information. The culminating activity will require them to create their own organization; they should include a name, a logo, the purpose, membership requirements, and membership benefits.

Teacher's Lesson Planner

Lesson: *Texas Talk*

Texas Almanac Reference — **Pages**

"Pronunciation Guide" — *609-619*

Instructional Suggestion

Using the Texas Pronunciation Guide on pages 609-619, teachers will make flash cards using 4" x 6" index cards. The teacher should print the word on one side and the pronunciation key on the other. These index cards can be used to play Texas Talk, in the same manner as a spelling bee. The teacher should be sure to include some of the commonly misprounced Texas names, e.g., BEXAR - BAar.

Lesson: *Texas Hall of Fame*

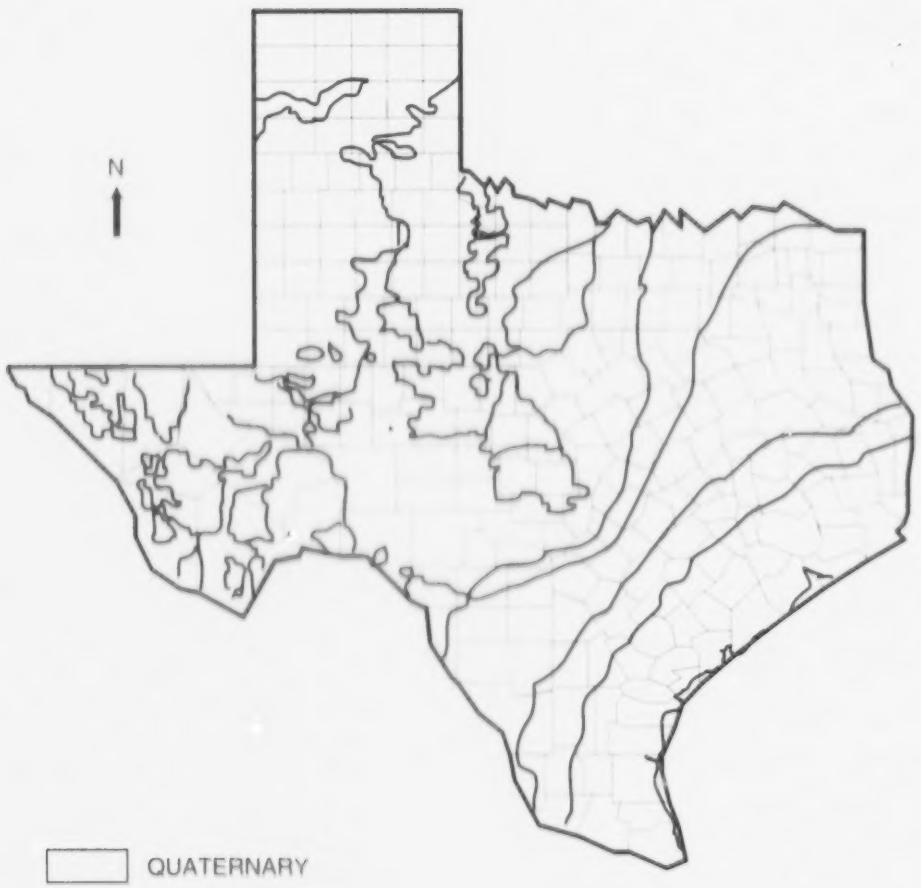
Texas Almanac Reference	Pages
"Obituaries, 1995-1997"	*628-630*

Instructional Suggestion

Students will select five people from "Obituaries, 1995-1997," pages 628-630. They will create their own Hall of Fame, focusing on these possible categories - artists, educators, government officials, merchants, and sports figures. For each person selected to the Hall of Fame, students should write a one-sentence tribute.

Texas Outline Map

Texas Geology Map



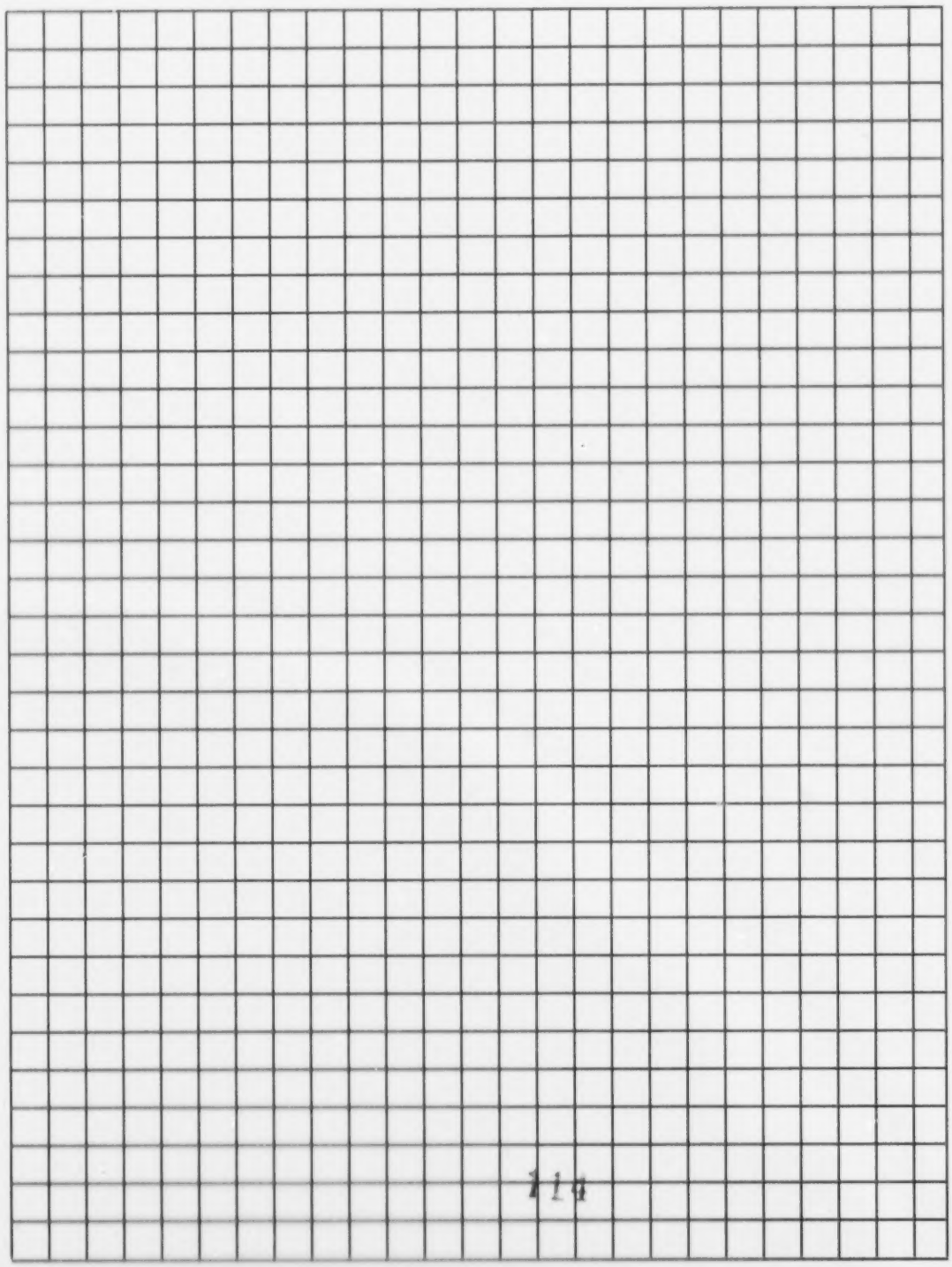
- QUATERNARY
- PILOCENE, MIOCENE, AND OLIGOCENE
- EOCENE
- CRETACEOUS (Gulf series)
- CRETACEOUS (Comanche series)
- TRIASSIC
- PERMIAN
- PENNSYLVANIAN AND MISSISSIPPIAN
- DEVONIAN, SILURIAN, ORDOVICIAN, AND CAMBRIAN
- PRE-CAMBRIAN (schist and gneiss)
- IGNEOUS (undifferentiated)

Texas County Map

COUNTIES OF TEXAS BY NAME

Texas Rivers Map

Line/Bar Graph Grid



Texas Almanac Teacher's Guide-Answer Sheet

Lesson 1 - Texas, the Lone Star State
1. Answers will vary.
2. Answers will vary.

Lesson 2 - Symbols of Texas
1. State Symbols Wordsearch
   1. Alamo
   2. Bluebonnet
   3. Blue Topaz
   4. Burnet
   5. Cannon
   6. Confederate States
   7. Dish
   8. Emancipation Day
   9. Fish
   10. Folk Dance
   11. French
   12. Friendship
   13. Grapefruit
   14. Independence Day
   15. Johnson
   16. Lone Star
   17. Mexican
   18. Mockingbird
   19. One and Indivisible
   20. Pecan
   21. Republic of Texas
   22. San Jacinto Day
   23. Spanish
   24. State Holiday
   25. Texas, Our Texas
   26. The State of Texas
   27. United States
   28. Zavala

2. State Symbols Crossword Puzzle

Across Answers	Down Answers
1. Zavala	2. Lone Star
4. Burnet	3. Live Oak
5. Fish	6. Pecan
9. Bluetionnet	7. Texas, Our Texas
10. Alamo	8. Mockingbird
11. Friendship	10. April
12. March	13. Chili
15. Blue Topaz	14. Cannon
16. Olive	
17. Johnson	
18. January	

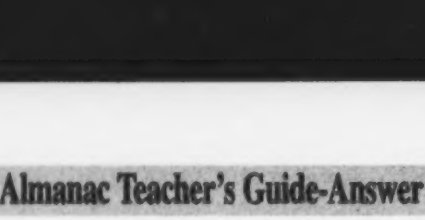
3. Answers will vary.
4. a. Answers will vary.
   b. Answers will vary.
   c. Answers will vary.

Lesson 3 - Texas in Bloom
Hidden Picture Puzzle

1. 10, 50 yellow	10. 18, 51 yellow
2. 28, 63 yellow	11. 25, 57 yellow
3. 29, 30, 31, 33 black	12. 14, 38 yellow
4. 39, 56 yellow	13. 13, 69 yellow
5. 17, 48 yellow	14. 21, 64 yellow
6. 12, 59 yellow	15. 43 yellow
7. 32 brown	16. 44, 58 yellow
8. 24, 66 yellow	17. 35, 49 yellow
9. 8, 34 yellow	18. 9, 65 yellow

Lesson 4 - National Wildflower Research Center
National Wildflower Research Center Wordsearch

1. Austin	9. Native
2. Edwards Aquifer	10. Plateau
3. Experts	11. Rooftop
4. Flourish	12. Solar
5. Formal	13. Trail
6. Insulation	14. Water
7. Johnson	15. Wildflower Days
8. Limestone	



Lesson 5 - La Belle and Fort St. Louis
1. Answers will vary.
2. 1684, 1995, 1688, 1682, 1687, 1683, 1687, 1978, 1685, 1689
3. Answers will vary.

Lesson 6 - After the Great Storm
1. Answers will vary.
2. Surveyed the entire Gulf Coast from Florida Keys to Veracruz.
   Cabeza de Vaca
   Jose Antonio de Evia 1785
   First European to inhabit Galveston Island
   Jean Lafitte
   Menard 1838
3. Answers will vary.
4. Answers will vary.

Lesson 7 - Texas' All-Woman Supreme Court
1. Magic Puzzle

7	3	5
2	4	9
6	8	1

   The magic number is 15.
2. Answers will vary.

Lesson 8 - National Historic Civil Engineering Landmarks in Texas
Answers will vary.

Lesson 9 - A Brief Sketch of Texas History
1. 41 years
2. 36 years
3. 146 years
4. 1690 − 1542 = 148 years
5. 1731 − 1718 = 13 years
6. 1803 − 1755 = 48 years
7. 1818 − 1801 = 17 years
8. 1827 − 1821 = 6 years
9. 1821 − 1519 = 302 years
10. 1834 − 1821 = 13 years
11. 1845 − 1835 = 10 years
12. 1848 − 1821 = 27 years
13. 1861 − 1836 = 25 years
14. 1865 − 1845 = 20 years
15. 1870 − 1839 = 31 years
16. 1874 − 1861 = 13 years
17. 1913 − 1674 = 39 years
18. 1901 − 1870 = 31 years
19. 1930 − 1901 = 29 years
20. 1917 − 1836 = 81 years

Lesson 10 - Texas: Prehistory to Annexation
1. Answers will vary.
2. Answers will vary.

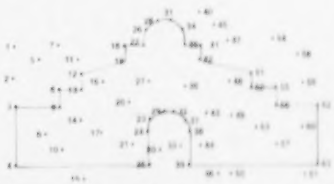
Texas: Prehistory to Annexation
1. Answers will vary.
2. Answers will vary.
3. a. Answers will vary.
   b. Answers will vary.

Texas: Prehistory to Annexation

1813	3	1821	4
1824	5	1828	6
1812	2	1810	1

Texas: Prehistory to Annexation
1. Answers will vary.
2. Mystery Picture Puzzle

1. T	16. T
2. F	17. T
3. T	18. T
4. T	19. F
5. F	20. T
6. F	21. F
7. T	22. F
8. T	23. T
9. F	24. F
10. T	25. T
11. F	26. F
12. T	27. F
13. F	28. T
14. F	29. F
15. F	30. T



Texas: Prehistory to Annexation
1. Answers will vary.
2. Answers will vary.

Lesson 11 - Texas: Annexation to 1920
1. Answers will vary.
2. Word Puzzle

Mexico	Scott
Palo Alto	Southwest
Compromise	Meusebach
Polk	Taylor
Germany	Nueces
	Hildago
	Cotton
	Houston
	Rio Grande

Texas: Annexation to 1920
1. a. Tripled
   b. Slaveowners
   c. Slave ownership
   d. Pro-American, Anti-immigrant
   e. Democrats
   f. Sam Houston
   g. Ambivalent
   h. Federal
   i. Secession
   j. Refused to take oath of loyalty to the Confederacy
2. Answers will vary.
3. Reconstruction Crossword Puzzle

Across Answers	Down Answers
1. Freedman's Bureau	2. Emancipation
4. Reconstruction	3. Benito Juarez
5. Blacks	7. Secession
6. Provisional	9. Granger
8. Coke	10. Thirteenth
13. Abolish	11. Sheridan
14. Johnson	12. Democrat
16. Davis	15. Militia
17. Confederacy	

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Texas: Annexation to 1920
Capital and Labor Outline

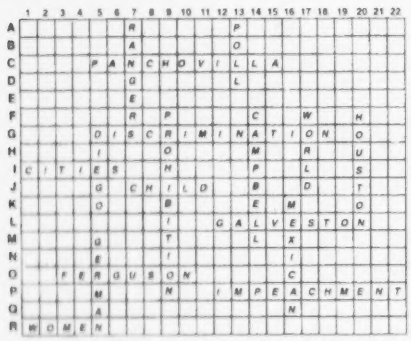
I.
- A. 1869 Constitution
- B.
  1. Officials
  2. Number of offices
  3. Judges
  4. Road
  5. Immigration
  6. Statewide school system
- C.
  1. Railroads Regulations
  2. Texas Rangers

II.
- A. Cotton farmer
- B.
  1. Paper money Inflation
  2. Gold standard
  3. Bank notes
  4. Land Farm
- C.
  1. Farms Tenants
  2. Crop-lien
- D.
  1. Texas & Pacific Missouri-Kansas-Texas
  2. South East
- E.
  1. James Stephen Hogg
  2. Reform mood
  3. Jim Crow laws
     a. Public services
     b. Separate
  4. People's Party
  5. Norris Wright Cuney
  6. Democrats

Texas: Annexation to 1920

1902	1930
1887	1901
1905	1900
1898	1899
1866	1894

Texas: Annexation to 1920
Grid Coordinates Puzzle



Lesson 12 - Environment of Texas
1. Answers on page 61.
2. Answers will vary.
3. a. Answers will vary.
   b. Answers will vary.
4. Answers will vary
5. Magic Puzzle

16	2	3	13
5	11	10	8
9	7	6	12
4	14	15	1

   The magic number is 34.
6. a. Answers in textbook.
   b. Name That River

1. Colorado	8. San Jacinto
2. Sabine	9. Canadian
3. Brazos	10. Neches
4. Red	11. Nueces
5. Lavaca	12. Guadalupe
6. Rio Grande	13. Trinity
7. San Antonio	

c. Answers will vary.
d. Rivers of Texas Crossword Puzzle

Across Answers	Down Answers
1. Trinity	2. Red
4. Canadian	3. Sabine
7. Neches	5. Rio Grande
9. Guadalupe	6. San Antonio
11. Brazos	8. San Jacinto
12. Nueces	10. Colorado
13. Rio Bravo	

7. Answers will vary.
8. Answers will vary.
9.

a. Jasper	f. Jasper
b. Leon	g. Jasper
c. 44, 799, 076	h. $109,422
d. Jasper	i. Pine
e. Cass	j. $436,922,717

10. State Forests Total - 7,609
    National Forests Total - 637,451
    National Grasslands Total - 164,886

Lesson 13 - Wildlife in Texas
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Lesson 14 - Holidays in Texas
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 15 - Calendars in Texas
1.

a. Saturday	f. Sunday
b. Thursday	g. Tuesday
c. Tuesday	h. Tuesday
d. Wednesday	i. Sunday
e. Wednesday	j. Friday

2. a. Wednesday, August 18, 1920
   b. Sunday, July 20, 1969
   c. Thursday, July 1, 1971
   d. Thursday, November 9, 1989
   e. Tuesday, November 6, 1990
   f. Monday, June 14, 1993

Lesson 16 - Weather in Texas
1. Answers will vary.
2. Answers will vary.
3.

a. 1941	d. 27.76
b. 1917	e. .75 inches
c. 26.14 inches	f. Answer will vary.

4. Answer will vary.
5.

Destructive Weather	No.	%
Rainstorms/Flooding	32	30%
Hurricanes	23	22%
Tornadoes	46	44%
Blizzards/Snow	4	4%

6. Answers will vary.
7. Answers will vary.

Lesson 17 - Recreation and Sports in Texas
1.

a. Answers will vary.	c. Answers will vary.
b. Answers will vary.	d. Answers will vary.

2. Answers will vary.
3. Answers are on page 132.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

Lesson 18 - Counties of Texas
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 19 - Towns and Cities in Texas
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 20 - The Constitution of Texas
1. Constitution of Texas
   a. 1876
   b. 363
   c. 2/3 majority of Legislature and a majority in a statewide election
   d. with permission of the Governor
   e. no
   f. voters
   g. 1987
   h. 1879, 1899, 1901, 1978, 1986, 1990
   i. yes; 495,181 to 218,473
   j. SJR 33
   k. 721,492
2. Texas Constitution Chart

Article	Section
a. XVI	47
b. XIII	N/A
c. XVI	21
d. VII	14
e. III	47
f. III	50B, 50-B-1, 50-B-2, 50-B-3
g. XVI	19
h. I	23
i. XVI	34
j. IV	5

3. Texas Bill of Rights

Section	Right	Section	Right
3	L	15	B
6	F	18	K
8	A	23	E
9	I	25	D
10	C	27	G
11	H	30	M

4. Articles of Texas Constitution
   I. Bill of Rights
   II. Powers of Government
   III. Legislative Department
   IV. Executive Department
   V. Judicial Department
   VI. Suffrage
   VII. Education, the Public Free Schools
   VIII. Taxation and Revenue
   IX. Counties
   X. Railroads
   XI. Municipal Corporations
   XII. Private Corporations
   XIII. Spanish and Mexican Land Titles
   XIV. Public Lands and Land Office
   XV. Impeachment
   XVI. General Provisions
   XVII. Mode of Amending the Constitution
5. State Officials
   Texas Senator: *U. S. citizen, Qualified elector of Texas, State resident previous 5 years, District resident previous 1 year, Minimum of 26 years of age, 4 year term*
   Texas Representative: *U. S. citizen, Qualified elector of Texas, State resident previous 2 years, District resident previous 1 year, Minimum of 21 years of age, 2 year term*
   Governor: *Minimum of 30 years of age, U. S. citizen, State resident previous 5 years, 4 year term*
   Justices of Texas Supreme Court: *Licensed to practice law in Texas, U. S. citizen, Minimum of 35 years of age, Practicing lawyer or judge for 10 years, 6 year term*
   Judges of Texas Court of Criminal Appeals: *Licensed to practice law in Texas, U. S. citizen Minimum of 35 years of age, Practicing lawyer or judge for 10 years, 6 year term*
6. Texas Voters
   Age - 18
   Residency - U. S. citizen
   Texas resident 1 year prior to election and 6 months residency within district or county in which person votes
   Registration - must register
   Disqualified - Under 18, Idiots and Lunatics, Paupers supported by any county, Any person convicted of a felony, subject to exceptions made by the Legislature

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7. Texas Bingo

Makes	Amendments
Enforces	Preamble
Interprets	Comptroller
Governor	Voters
Speaker	Eighteen
Lieutenant Governor	Suffrage
Texas Court of Criminal Appeals	Jury
Texas Supreme Court	Capitol
Austin	Congress
George W. Bush	Phil Gramm
Legislative	Kay Bailey Hutchison
Two	Bob Bullock
Senator	Republican
Four	Democrat
State	Representatives
Twenty-six	Barbara Jordan
Thirty	Appeal
One hundred fifty	Veto
Thirty-one	Two-thirds
Special	Register
Law	Elected
Secretary of State	Arms
Attorney General	Treason
Seventeen	One hundred
Bill of Rights	Twenty-one

Lesson 21 - Texas Declaration of Independence

1. Answers can be found in both documents.
2. a. Mexican
   b. Convention of 1833
   c. Stephen F. Austin
   d. Anahuac
   e. Gonzales
3. Answers will vary.

Lesson 22 - Elections in Texas

1. Republican
   Dole
   Senate
   Hutchison
   Democratic
   Clinton
   Morales
   Granger
   Bush
2. Answers will vary.

Lesson 23 - State Government

1. Answers will vary.
   Answers can be found on pages 404-405.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. a. Increase of 20%
   b. Increase of 33%
   c. Increase of 2%
   d. Increase of 12%
   e. Increase of 40%
   f. Decrease of 11%
7. 1983 8
   1827 2
   1911 5
   1933 6
   1691 1
   1993 10
   1973 7
   1846 3
   1995 11
   1859 4
   1991 9

Lesson 24 - Local Governments

Answers will vary.

Lesson 25 - Federal Government

1. Answers will vary.
2. Answers will vary.
3. Answers can be found on pages 462-463.
4. Harris - $12,060,476
   Dallas - $7,992,522
   Bexar - $7,984,699
   Tarrant - $7,357,726
   Travis - $4,476,105
5. Individual Income - 196%
   Corporate - 71.4%
   Estate - 61.45%
   Gift - 558%
   Excise - 150%
   Total U. S. taxes collected in Texas - 165.7%

Lesson 26 - Culture and the Arts in Texas

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Lesson 27 - Religion in Texas

1. a. Catholic missionaries were part of European contact. Earliest inhabitants practiced their own religion.
   b. Roman Catholicism, Protestant ministers conducted clandestine and open services.
   c. Twice as many Adherents than Members. Answers will vary.
   d. Answers will vary.
2. Asssemblies of God - 202,082
   Black Baptist - 815,771
   Catholic - 3,574,728
   Christian Church (Disciples of Christ) - 105,495
   Church of Jesus Christ of Latter-Day Saints - 111,276
   Churches of Christ - 380,948
   Episcopal - 169,112
   Evangelical Lutheran Church in America - 155,276
   Jewish - 107,980
   Presbyterian Church (USA) - 200,969
   Southern Baptist Convention - 3,259,395
   United Methodist - 1,004,318
3. Answers on pages 488-489
4. Answers will vary.

Lesson 28 - Science and Health in Texas

1. Robert F. Curl, Jr. and Richard E. Smalley were awarded the1996 Nobel Prize in chemistry for discovering of fullerenes,a family of soccer ball-shaped carbon molecules. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Lesson 29 - Education in Texas

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. 1854 1918
   1839 1845
   1838 1854
   1984 1949
5. a. To increase local control of public schools
   b. Independent, special purpose, and home rule
   c. Answer will vary.
6. Answers will vary.
7. Answers wil vary.
8. Answers can be found on page 524.
9. 1839 - Land was set aside to endow two universities.
   1858 - A bill establishing The Univ. of Texas was passed by the Texas Legislature.
   1862 - The U. S. Congress granted Texas land to establish an agricultural and mechanical college.
   1871 - The Texas Legislature provided for the establishment of a land grant college.
   1875 - The Texas Legislature separated the administrations of the Agricultural and Mechanical College and The University of Texas.
   1876 - The Agricultural and Mechanical College was formally opened.
   1882 - The cornerstone for the west wing of the main building of The University of Texas was laid.
   1883 - The University of Texas was formally opened.
   1923 - Oil was discovered on university land in Reagan County.

Lesson 30 - The Dallas Morning News

1. 1842 - A. H. Belo Corporation pioneered as the one-page Galveston News.
   1857 - The Texas Almanac was founded.
   1865 - A. H. Belo was hired.
   1874 - George Bannerman Dealey was hired as an office boy.
   1885 - The Dallas Morning News started publication.
   1906 - The Dallas Morning News celebrated its 21st anniversary.
   1922 - Belo began operating the WFAA radio station.
   1950 - Belo acquired its flagship television broadcasting station, WFAA-TV.
   1995 - Belo purchased the Bryan-College Station Eagle.
   1997 - Belo opened its Capital Bureau in Washington, D.C.
2. Answers will vary.
3. Answers will vary.

Lesson 31 - Media in Texas

Answers will vary.

Lesson 32 - Economy of Texas

1. Answers will vary.
2. Answers will vary.
3. Texas Metropolitan Economy Chart

	Examples of Increases in Jobs	Examples of Decreases in Jobs	Largest Employment Sector
A /SM	1.Trade 2. Service 3. Govt.	None	Service
D	1. Service 2. Trade 3. Govt. 4. Manfact.	1. Mining 2. Finance 3. Insurance 4. Real estate	Service
EP	1. Service 2. Finances 3. Insurance 4. Real estate	1. Trade 2. Government 3. Manufacturing 4. Construction	Govt.
FW /A	1. Service 2. Trade 3. Constr. 4. Government	1. Transportation 2. Public utilities 3. Mining	Service
H	1. Service 2. Trade 3. Manuf. 4. Government	1. Finance 2. Insurance 3. Real estate	Service and trade
SA	1. Trade 2. Service 3. Government	None	Service

4. Answers will vary.
5. Word Puzzle

Canada	Texas
Incomes	Mexico
Third	Peso
Positive	Maquiladoras
Chile	United States
	Truckers
	Nadbank
	Pollution

6. Answers will vary.
7. Answers will vary.

Lesson 33 - Oil in Texas

1. Oil in Texas Wordsearch

1. Lignite	10. Spindletop
2. Minerals	11. Electra Field
3. Permian Basin	12. Ranger Field
4. Laredo	13. Burkburnett Field
5. Uranium	14. Limestone Co.
6. Sabine Pass	15. Panhandle
7. Melrose	16. Price
8. Nacogdoches Co.	17. Prorate
9. Corsicana	18. Scurry Co.

See next page for grid.

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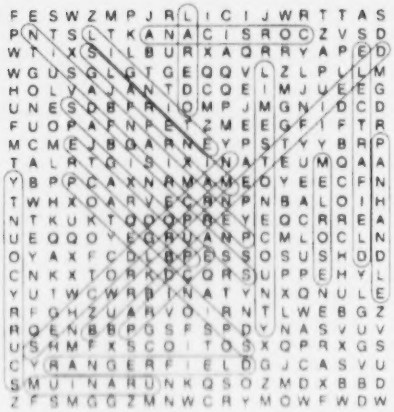


2. Gregg - 3,227,006,847
   Ector - 2,911,407,935
   Andrews - 2,570,440,073
   Scurry - 1,963,236,577
   Gaines - 1,908,619,774
   Yoakum - 1,849,451,796
   Rusk - 1,800,379,110
   Crane - 1,648,841,801
   Pecos - 1,639,686,414
   Hockley - 1,447,249,000

Lesson 34 - Minerals in Texas

1. Texas Minerals Chart

Asphalt		
	1. Burnet Co.	1. Road-paving
	2. Kinney Co.	
	3. Pecos Co.	
	4. Reeves Co.	
	5. Uvalde Co.	
Clays-Ceramic		
	1. East Texas	1. Structural building brick
	2. North Central TX	2. Paving brick
		3. Drain tile
Clays-Nonceramic		
	1. Coastal Plain	1. Bleaching and adsorbent clays
	2. High Plains	
	3. Big Bend	2. Fillers
		3. Coaters
		4. Additives
		5. Bonding clays
		6. Drilling muds
Coal-Bituminous		
	1. North Texas	1. Fuel
	2. Central Texas	
	3. South Texas	
	4. West Texas	
Cannel		
	1. Webb Co.	1. Boiler fuels
Graphite		
	1. Llano Co.	1. Refractories
	2. Burnet Co.	2. Steel production
		3. Pencil leads
		4. Lubricants
		5. Foundry facings
		6. Crucibles
Gypsum		
	1. High Plains	1. Gypsum wallboard
	2. Trans-Pecos	2. Plaster
	3. Central Texas	3. Joint compounds
	4. Gulf Coast	4. Retarder in portland cement
		5. Soil conditioner
Helium		
	1. Panhandle	1. Cryogenics
	2. Moore Co.	2. Welding
	3. Hansford Co.	3. Pressurizing and purging
		4. Leak detection
		5. Synthetic breathing mixtures
Iron		
	1. East Texas	1. Portland cement
	2. Central Texas	2. Weighting agent in well-drilling fluids
	3. Trans-Pecos	
Lignite		
	1.Gulf Coastal Plain	1. Mine-mouth electric-power generation
	2. East Texas	
	3. Central Texas	
Marble		
	1. Central Texas	1. Dimension stone
	2. Trans-Pecos	2. Terrazzo
		3. Roofing aggregate
Peat		
	1. Gonzales Co.	1. Soil conditioner
	2. Guadalupe Co.	
	3. Lee Co.	
	4. Milam Co.	
	5. Polk Co.	
	6. San Jacinto Co.	
Pumicite		
	1. Brazos Co.	1. Pozzolan cement
	2. Fayette Co.	2. Cleansing and scouring compounds
	3. Gonzales Co.	3. Soaps and sweeping compounds
	4. Karnes Co.	
	5. Polk Co.	4. Carrier for insecticides
	6. Starr Co.	
Sandstone		
	1. El Paso Co.	1. Road-building material
	2. Parker Co.	2. Terrazzo stone
	3. Terrell Co.	3. Aggregate
	4. Ward Co.	
	5. Freestone Co.	
	6. Gaines Co.	
	7. Jasper Co.	
	8. McMullen Co.	
	9. Motley Co.	
Sulfur		
	1. Gulf Coast	1. Fertilizer
	2. Culberson Co.	2. Carrier for Insecticides
	3. Pecos Co.	
	4. Wharton Co.	

2. Answers will vary.

Lesson 35 - Insurance in Texas

1. 1,859
2. 809
3. Annual premium income of firms operating in Texas
4. Robertson Law
5. They were required to invest in Texas three-fourths of all reserves held for payment of policies written in the state.
6. Because of the discovery of irregularities in some firms
7. State Commissioner of Insurance

Lesson 36 - Public Utilities in Texas

1. Word Puzzle

Paging	Houston
Prairie	GTE
Cellular	Satellite
Baby Bells	Telecom
Railroad	Slamming
Pipelines	Cooperatives
Telecommunications	Digits
	Technology
	Southwestern

2. Answers will vary.

Lesson 37 - Transportation in Texas

1. Answers will vary.
2. Answers will vary.

Lesson 38 - Railroads in Texas

1. Answers will vary.
2. Answers will vary.

Lesson 39 - Aviation in Texas

a. Dallas-Fort Worth
b. Brownwood
c. 46.78%
d. Dallas-Fort Worth and Houston
e. Between 1983 and 1984

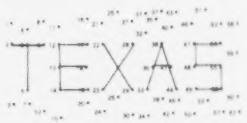
Lesson 40 - Crime in Texas

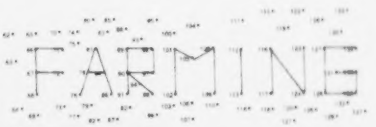
1. a. Texas Department of Public Safety, Austin; Federal Bureau of Investigation, Bureau of Census, Washington, D.C.
   b. 1991
   c. Per 100,000
   d. 1976
   e. Burglary
   f. 19,128,000 Bureau of Census
   g. Larceny
   h. Larceny
   i. Burglary
2. Answers will vary.

Lesson 41 - Agriculture in Texas

1. Mystery Word Puzzle

1. T	21. F
2. F	22. F
3. T	23. T
4. T	24. F
5. F	25. T
6. T	26. F
7. F	27. F
8. F	28. T
9. T	29. F
10. T	30. F
11. F	31. F
12. T	32. T
13. T	33. T
14. F	34. T
15. F	35. F
16. T	36. F
17. F	37. T
18. T	38. F
19. T	39. T
20. F	40. T





2. Answers will vary.
3. Answers will vary.
4. a. Hogs, sheep and lambs, mohair
   b. Between 1992 and 1993
   c. Cotton lint, sorghum grain, peanuts, hay, rice, watermelons, cantaloupes, potatoes, sugar beets, sweet potatoes, cucumbers, dry beans
   d. wheat
   e. grapefruit
   f. $13,193,000
   g. $314,908,400
   h. $20,670,000
   i. $33,503,000
   j. $8,382,000
5. Answers will vary.

Lesson 42 - Livestock in Texas

1. Answers will vary.
2. Magic Puzzle

2	7	18	12
8	5	11	15
13	17	6	3
16	10	4	9

The magic number is 39.

Lesson 43 - Statewide Civic Organizations

Answers will vary.

Lesson 44 - Texas Talk

Answers will vary.

Lesson 45 - Texas Hall of Fame

Answers will vary.

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